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ABSTRACT

Designed for a 90- or 180-day middle/junior high school career orientation course, this teacher's guide and the accompanying student activity manual focus on how personal needs can be met in the career world. Course goals listed are as follows: (1) to increase understanding of self by helping students analyze personal interests, abilities, values, and needs relative to their life roles, (2) to become aware of work styles (the ways in which people work) and how they are related to the personality characteristics, (3) to provide orientation to the fifteen U.S. Office of Education occupational clusters and their relationship to work modes, and (4) to provide opportunities for the synthesis of self, work styles, and cluster interests relative to the selection of career-related experiences both in and out of school. The guide provides a purpose for each of fifty-one student activities, quotes a portion of the student's introductory and summary material, suggests evaluation guidelines, offers advice on instructional procedure, and lists the materials and time required. Framework for the course is based on six work modes or styles (mechanical, conventional, enterprising, social, investigative, and creative) and on the fifteen USOE occupational clusters. Student activities are designed to provide wide flexibility in student participation including individual and group work. Most include some cognitive material and many are psychomotor in nature. (JT)

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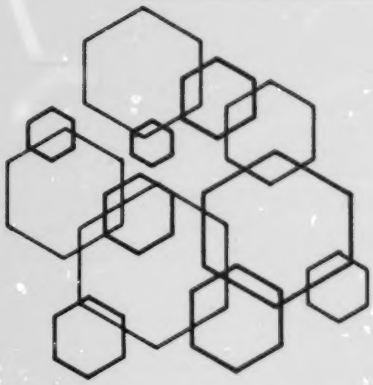

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Clusters Approach to Career Orientation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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"A World of Choice-Careers & You"

TEACHER'S GUIDE

CE01 4090

PREFACE

The rapidness of change within our society as it affects leisure/work needs necessitates that students be given effective tools for decision-making. Students should learn to apply understandings and skills from one area to another, to meet their own personal needs successfully, and to employ the elements of flexibility and change in their lives.

Careers and You is designed for the orientation level, at which point students gain a broad perspective of the world of work. Many activities give students the opportunity to examine values and attitudes related to "self" and occupational selection. Psychomotor experiences actively involve students in simulating career settings (*work modes*). Cognitive information is delivered through the framework of the course itself. Students have a chance to discover/explore their interests and abilities and to scrutinize personal goals through this broadly designed course.

Suggestions for timing each activity are noted but the element of flexibility should be recognized as well. Some groups will require a longer period of time to exhaust their interests. Teachers may have special resources for enrichment of the activities. While it is recommended that the time frame for each of the four phases (self, modes, clusters, and planning) should be followed as noted in the chart below, flexibility is certainly possible in actual instruction, depending upon student needs and interests.

FOREWARD

The need to relate "self" to career possibilities has become apparent to educators and others who work with individuals seeking direction in making career decisions. The complexity of our American society and the vastness of career choice dictates that efficient ways of dealing with this knowledge be insured. Middle school and junior high school educators can utilize the course, A World of Choice - Careers and You for this purpose.

The course is designed to contain four phases: *self*, *work modes* (work environments or settings), the 15 United States Office of Education (USOE) *Occupational Clusters*, and finally *planning*. Activities have been arranged to give students experiences within all these areas, and therefore to provide for several ways of looking at career possibilities.

After this course, students should be more knowledgeable about how to make career decisions. The teacher will have served as the facilitator in students becoming more able in this respect.

INTRODUCTION

The course Careers and You seeks to orient students to the concept of appropriate selection and preparation for careers. *Work modes* or styles of work and occupational clusters serve as the framework of the course. Specific job skills and factual data play a secondary role to *how* people function and *where* particular work styles can be found throughout the total world of work. Students continually explore the appropriateness of both in school and out of school career-related experiences.

The course goals of Careers and You are:

a. to increase understanding of *self*, by helping students analyze personal interests, abilities, values and needs relative to their life roles,
b. to become aware of *work styles* (the ways in which people work) and how they are related to personality characteristics,
c. to provide orientation to the 15 USOE *occupational clusters* and their relationship to work modes, and
d. to provide opportunities for the synthesis of "self," work styles, and cluster interests relative to the selection of career-related experiences both in and out of school.

"Self" Goal:

To increase understanding of *self* by helping students analyze personal interests, abilities, values and needs relative to their life roles.

Objectives:

1. Students will display positive attitudes toward themselves by listing personal attributes and successfully completing representative mode activities.
2. Students will be able to list their unique characteristics and cite those social, economic, educational and cultural forces which have been influential in their development.

"Mode" Goal:

To become aware of *work styles* (the way in which people work) and how they are related to personality characteristics and career choice.

Objectives:

1. Students will be able to list and describe the six work modes, including the assets and liabilities of each, as they perceive them.
2. Students will be able to list occupations and activities which typify each of the six ways of working.
3. Students will be able to identify the degree to which each work mode is present in a given occupational task.
4. Students will be able to identify those factors which have been influential in the changing emphasis of various work modes within a given occupation.

"Cluster" Goal:

To provide orientation to the 15 USOE *occupational clusters* and their relationship to work modes.

Objectives:

1. Students will exhibit an understanding of the concept of clustering, by listing and describing the 15 occupational clusters.
2. Students will be able to identify the prevalent cluster associated with a particular learning activity.
3. Student will be able to identify occupations associated with a specific activity.
4. Students will be able to list a range of representative occupations which typify each cluster.
5. Students will be able to list job families found in each cluster.
6. Students will be able to recognize the presence of work modes within a given cluster by listing examples of occupations typifying each.

"Planning" Goal:

To provide opportunities for the synthesis of "self," work styles, and cluster interests relative to the selection of career-related experiences both in and out of school.

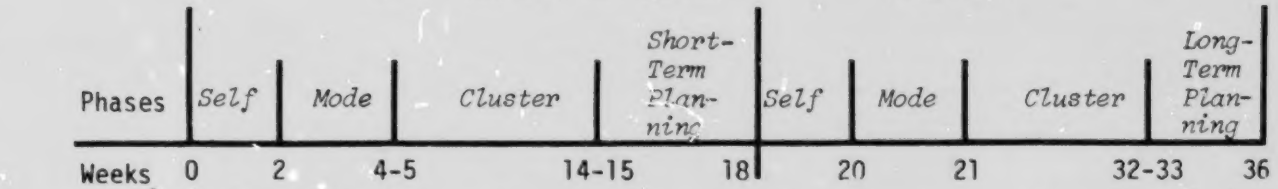
Objectives:

1. Students will be able to identify exploratory courses, clubs and activities outside of school which offer try-out experiences relative to preferred modes or clusters.
2. Student will be able to list occupations and careers which are congruent with their own personality characteristics.
3. Students will be able to describe opportunities to be "creative", "persuasive", "social", "mechanical", "conventional", or "investigative" while still in school.

COURSE TIME LINE

90-Day Curriculum

180-Day Curriculum



Course Design

Careers and You is designed to give students an understanding of how personal needs can be met in the career world, as well as through avocational pursuits.

Four emphases make up the course structure:

a. *self* - self-awareness or self-assessment,
b. *mode* - career settings or environments,
c. *clusters* - occupational groupings, and
d. *planning* - participation in curricular and extra-curricular activities to synthesize educational experiences and allow the pursuit of other interests.

The course is designed to be taught in two sections (semesters in most school divisions) so as to constitute a full academic year of activities or one 90-day semester. In the latter case, second semester activities are meant to serve as enrichment experiences for some students.

Flexibility of the design makes it possible to adapt the course to specific unique situations. A variety of activities allows for a wide range of student participation, including individual and group work within the six work modes and the 15 USOE occupational clusters. Activities dealing with modes and clusters are provided continuity by the use of theme statements referring to a "community." For this purpose, either a model community or the local school community may be used as a reference point.

Most activities throughout the course have some cognitive material which the student needs for background or enrichment in order to carry them out. Many are psychomotor in nature. Affective learning is the result of assessment and self-evaluation, as well as mode and cluster activities that provide a knowledge base for making judgements. It is recommended that no grades be given for this course.

The curriculum consists of both a student activity manual and a teacher's guide. The teacher's guide provides a purpose for each activity, quotes a portion of the student's introductory and summary material, suggests evaluation guidelines, offers

advice on instructional procedure, and lists the materials and time required. Space is provided for teacher notes.

In designing activities for A World of Choice: Careers and You, careful attention was given to the materials needed. They basically fall into two categories: a) special supplies and equipment, and b) expendable supplies.

While the expendable supplies may be used only once, the special supplies may be used repeatedly to enrich several activities. Many times it may be possible to use materials readily found around home or school. Check the available resources and then order carefully. A complete list of materials needed for each activity can be found in the Teacher's Guide. Possible substitution items are also indicated.

It should also be noted that the need for expanding some activities because of schedule differences will be met in the provision of enrichment suggestions and the local scheduling of optional or "free" days.

In organizing the activities described here, student helpers may be identified to handle evaluation materials, record student grievances, and procure and distribute easily obtained materials.

It is important for those using these materials to understand that modes and clusters are to be emphasized, not specific occupational skills. Students are *not* expected to make career choices.

ACTIVITY 1

A WORLD OF CHOICE: CAREERS AND YOU

Pages 3-4

Purpose:

To introduce students to the course — its purposes, content, and method.

***

Introduction:

"This course has been developed especially for students of your age to help you think about the career world before you need to make big decisions. Throughout the course, you will be involved in doing things that relate to work and leisure. These activities will help you make better choices for yourself. . . ."

Summary:

"All of these adventures into the world of work will keep you involved in doing and exploring different jobs. The object of exploration is always discovery, and in your case, it means:

- *discovery of self*
- *discovery of the way different tasks "feel" to you*
- *discovery of where these tasks can be found in the real work world*
- *and discovery of the many ways to prepare for going to work."*

***

Evaluation:

Students should be able to —

a. describe the purpose of the course, and
b. name the four phases of the course.

***

Instructional Procedure:

Introduce vocabulary words. Permit the students to read, discuss, and review the contents of the activity.

Materials: None

Time: 1 class period

NOTES

Emphasize the interrelatedness of each aspect of the total course.

Further information on both modes and clusters are found later in the student materials.

ACTIVITY 2

SELF AWARENESS

Pages 5-9

Purpose:

To help students focus upon their uniqueness as persons. By completing an identification card, including fingerprints, they can see that no two people are alike, but have been affected by both heredity and environment.

***

Introduction:

"Differences provide us with the personal identity that is so important to each of us. We all reflect both hereditary influences and environmental influences. *Hereditary influences* are those features such as skin color and height which "run in the family." *Environmental influences* are those characteristics we develop because of the people and things which surround us in the places where we live. . . ."

Summary:

"Each of us is unique. We *inherit* tendencies to be tall or short, to have blue eyes or brown eyes, but there are many things about us that are the special effects of our surroundings. Our *environment* determines the language we speak, the habits we form, and the values we hold. Our names are one part of us that can show the influence of both heredity and environment."

***

Evaluation:

Students should be able to –

a. discuss the origin and meaning of surnames and given names,
b. discuss how we are unique and what has made us that way, and
c. name several methods (fingerprints, social security numbers, computer account numbers, identification cards) that society uses to identify people.

***

Instructional Procedure:

Students can complete the first portions of the ID card at their seats. Fingerprinting may be done in pairs or groups at one location. (Be careful of ink on clothing.) A teacher-led discussion should follow.

***

Materials:

1 ID card/student
1 tube of washable ink/class*
2 aluminum flat-bottom pans/class or a flat surface like glass*
2 ink brayers/class*
1 7" x 8" sheet of clear contact paper/student
5 pair of scissors/class
Paper towels
1 bottle of rubber cement/class

*An ink pad may be used in place of these items.

Time: 1-2 class periods

IDEA – Students may actually apply for their social security card in this activity.

Guidance counselors should be an excellent resource for this entire self section (Activities 1-5 in 180-day curriculum or Activities 1-8 in 90-day curriculum).

SAMPLE

IDENTIFICATION CARD 1976

Name Johnny Jones

Address 261 Newport Dr

Jamestown, New Mexico
Zip

Eye Color Blue Hair Color Brown

Height 5'-3" Weight 101lb

Jamestown Junior high 7
School Grade

140-24-4151 sept 4, 1964
Social Security # Birth Date

Back of ID Card

Space 1	Space 2
Space 3	Space 4

NOTES

ACTIVITY 3

ENVIRONMENTAL INFLUENCES

Pages 11-13

Purpose:

To show the relationship between "self" and the formation of interests and values.

***

Introduction:

Interests

"The people you know and the place that you live have an important influence upon you. They determine what is of value to you. One important area of influence is your interests. *Interests* are activities that you enjoy doing. They are the things that you bother to find time to do or learn. . . ."

Personal Values

"Values are those things that you consider important in setting your goals. As a young person, many of the values that are important to you are the same ones important to your family and friends. However, as you enter adolescence and as you progress through high school, you will begin to decide what is really important to you. . . ."

Summary:

"The environment in which you live and in which you have grown offers opportunities to express your interests. Your early environment also helped to form your values. This is important because both *values* and *interests* influence your choice of activities and eventually a career.

Sometimes a person must choose a line of work without considering his or her interests. This may lead to the choice of a hobby or *avocation* to express these interests."

Evaluation:

Students should be able to —

a. discuss the relationship between work modes and interests,
b. discuss how values affect interests, and
c. discuss the relationship of values and interests to the selection of an occupation or hobby.

***

Instructional Procedure:

Introduce vocabulary words. Read and discuss introduction on interests and values. After students have individually completed Task 1, help them identify their areas of interests:

Items 1-7	mechanical mode
Items 8-15	investigative mode
Items 16-25	creative mode
Items 26-34	social mode
Items 35-39	enterprising mode
Items 40-45	conventional mode

Allow the students to complete Task 2 individually. Encourage class discussion of Questions at the end of Activity 3. Impress students with the idea that their interests will change.

Materials: None

Time: 1 class period

NOTES

ACTIVITY 4

HEREDITARY INFLUENCES

Pages 15-18

Purpose:

To differentiate between heredity and environment and point out the significant roles both play in developing "self".

***

Introduction:

"On your ID card, you filled in characteristics such as eye and hair color that were inherited from your ancestors. Inherited characteristics can be very important in helping you decide on a career. Very tall individuals who have inherited their potential for height may become professional athletes or fashion models because of this basic characteristic. . . ."

Summary:

"Hereditary influences are very basic to a person's being, and this often makes it difficult to separate them from environmental influences. You can inherit such things as physical characteristics and natural abilities or aptitudes.

However, even these basic things can be changed by environment. People are healthier and taller because of exercise and good nutrition. The opportunity for lessons will cultivate musical aptitude.

Sometimes a person's aptitudes will greatly influence his or her choice of a career. There are other times when they must be enjoyed as hobbies."

Evaluation:

Students should be able to —

a. assess their present skills and abilities,
b. relate themselves to a "type" personality,
c. isolate heritable and environmental influences such as language, diet, and customs, and
d. participate in teacher-led discussion on the fine distinction between abilities and aptitudes (aptitudes—inherited, natural inclinations or skills; abilities — those natural inclinations which we enhance by our learning and doing.) Students at the middle school level have had experience with several aptitude tests, and they might be led from a discussion of those tests to how the tests are used, i.e. development of their potential through realistic assessment.

***

Instructional Procedure:

Introduce vocabulary words. Read and discuss the introduction. Permit each student to complete Task 1. The six personality types in Step 5 are:

Type 1 - Feeling
Type 2 - Thinking
Type 3 - Realistic
Type 4 - Independent
Type 5 - Flexible
Type 6 - Inventive

For more information, see the "Myers-Briggs Inventory".

NOTES

ACTIVITY 5

DEBATE

Pages 19-20

Purpose:

To enable students to synthesize their previous "self" activities by debating an issue related to heredity and environment.

***

Introduction:

"There are different ways to measure success. There are different ways to define happiness. There are different points of view for almost every idea.

An interesting way to bring out the pros and cons of an issue is to have a debate. Debating a question or an issue forces you to look at all sides. This can help you see if the values you hold are really important to you. . . ."

Summary:

"The process of debating an issue makes you think about all the possible points of view. The fact that you are a unique individual becomes clear when you look at important issues like the influence of heredity and the influence of environment. Your personal values become apparent as you choose sides.

Choosing the best way to communite your ideas is another useful thing to learn from a debate. When you are interested in making a point, you have to organize your thoughts in the way that is most easily understood."

Evaluation:

Students should be able to —

a. synthesize their understandings of self (including values, aptitudes and abilities, heredity and environment) by supporting one view or the other in a debate.

***

Instructional Procedure:

Introduce vocabulary words. Clarify the introductory information. Give directions for holding the team debates. You may wish to have teams summarize their results.

Use Question 5 at the end of self phase: Activity 5 for 180-day curriculum, Activity 8 for 90-day curriculum.

"5. An individual's personality (all that he or she is) is a result of both heredity and environment. What have Activities 1-5 helped you to discover about how your personality may have developed? Can you think of some reasons why you have the particular abilities and interests that you do?"

Materials: None

Time: 1 class period

PROCEED TO ACTIVITY 9
if teaching a 180-day course

NOTES

For a 180-day course, Activities 6, 7, and 8 should be taught after Activity 35 as the curriculum once again passes through the Self, Mode, Cluster and Planning phases.

In either case, the emphasis upon self in these activities is now directed toward nonverbal communication and how others "read" us.

ACTIVITY 6

LISTENING AND TALKING

Pages 23-24

Purpose:

To look closely at the process of communication: including both listening and speaking skills.

***

Introduction:

"The ability to be a good listener is important in getting along with other people. Good listeners have worked to develop that skill of "hanging on to every word." This activity will require you to be an attentive listener. . . . "

Summary:

"Speaking is only one way of communicating with others; listening is also important. A good listener can ask intelligent questions and carry on a good conversation, too. She or he can gather additional information by paying attention to gestures and facial expressions. Often we make mistakes because we did not listen well or were in a hurry to speak ourselves.

Listening is easier for others when we speak clearly and at a reasonable speed. Varying voice intonation and using facial expression makes listening more interesting for others. We are often judged by the way we speak."

***

Evaluation:

Students should be able to —

a. relate communications to occupations,
b. isolate areas in their communication skills which need improvement.

***

Instructional Procedure:

Introduce vocabulary words (included in the list are words from the introduction on page 21). Read the passage below, as directed in Task 1. Discuss the value of gestures in communication.

1. Write down the words:

   ALERT, THINKING

2. Arrange all letters in alphabetical order. Write them horizontally:

   A E G H I I K L N N R T T

3. Cross out the first vowel. Write "E" over it:

   E E G H I I K L N N R T T

4. Cross out the second consonant. You should have 12 letters:

   E E G I I K L N N R T T

5. Replace the first "I" with "S":

   E E G S I K L N N R T T

6. Replace "K" with "D":

   E E G S I D L N N R T T

7. Replace the second "N" with an "O" and the second "T" with an "O":

   E E G S I D L N O R T O

8. Shift the "G" to the front of the line of letters:

   G E E S I D L N O R T O

9. Reverse positions of the two "O's" with the two "E's":

   G O O S I D L N E R T E

10. Put "S" in "D's" place, and a "D" in "S's" place at the beginning of the line. You now have the word "good". Let it be!

    G O O D I S L N E R T E

11. Shift the L in front of the I:

    G O O D L I S N E R T E

12. Shift the TE in front of the N. You now have completed the exercise and should have the words:

    Good Listener

    Try the same activity with another phrase if you have the time.

The second task will require a tape recorder and can be done individually as interest dictates. Relate the importance of using or developing one's communication skills to best advantages in choosing a career.

Materials:
Tape recorder, if available

Time: 2 class periods

IDEAS – Remember to use gestures and facial expressions in your presentation. You might have students to create their own listening exercise.

NOTES

ACTIVITY 7

BODY LANGUAGE

Pages 25-26

Purpose:

To focus upon body language as another kind of non-verbal communication which we use both consciously and unconsciously.

***

Introduction:

"Words are used to express ideas and thoughts in such a way that they can be communicated to others. Another kind of communication is body language. Gestures, facial expressions, touch, eye contact, and body movements are all used to communicate and further emphasize our words. Body language can even be used alone. . . ."

Summary:

"Body language communicates some things that speech alone cannot. A handshake, for example, is understood in many countries when a person's attempt at the foreign language cannot be understood. There are some physical expressions, such as those around the eyes, that are less easily understood than the handshake. Other kinds of body language are more local and are not likely to be recognized outside your own community or family. . . ."

***

Evaluation:

Students should be able to —

a. describe body movements which have meaning, such as facial expression, shifting of weight, and so forth.
b. name some occupations which depend upon non-verbal communication (traffic policeman, construction worker, etc.).

Instructional Procedure:

Permit students to "tell" a story, or communicate an idea with body language in Task 1. Discuss the interpretation of non-verbal communication. You may offer the Occupational Outlook Handbook as a resource for students to identify jobs. Help students to grasp that there are different ways of classifying occupations or items.

***

Materials: None

Time: 2 class periods

NOTES

Activity 8

More Ways to Communicate

Pages 27-29

Purpose:

To focus upon the psychological aspect of communications in this last self-oriented activity and to caution students about stereotyping people on the basis of color choice, clothing, looks, etc.

***

Introduction:

"It is important to know how you appear to other people. The way that you communicate with them gives certain information about what you are like. You have seen that body language and speech both carry this information. In turn, you form ideas about other people because of what they communicate in their speech and action. . . ."

Summary:

"We communicate whether we mean to or not. The way we speak, the way we walk or gesture, our facial expressions, even our choice of colors says something about our personalities. . . ."

***

Evaluation:

Students should be able to —

a. relate color choice to personality characteristics and list several examples.
b. exhibit a certain hesitancy in drawing conclusions based solely upon appearance, and
c. synthesize their understandings of self (including values, aptitudes and abilities, heredity and environment) through discussion.

Instructional Procedure:

Introduce vocabulary words. Review the purpose of Activities 6 and 7. Discuss the psychological dimension of communication and give examples such as advertising (helpful visual associations, color, etc.) and interpersonal relations (whispering, shouting, etc.). In Task 2, be aware of student ridicule and encourage positive expression. For more information on color psychology, see The Luscher Color Test, Ian Scott and Max Luscher, Random House, New York, 1969.

The picture in Task 3 should be examined methodically for facial expression, pose, clothing, setting, etc. Initial reaction may or may not be written. Encourage them to decide what it is communicating, thinking of as many ideas as possible. Point out the fact that we often "jump to conclusions" because of what is in a picture as it relates to our own past experiences.

For example, if we see two people in a photo hugging each other, one individual might think they are greeting each other. Another might interpret the hug as a gesture of reassurance or a third person might think that the photo is a picture of two friends parting. Comments that the picture prompts will be based on the past experience of the person doing the interpreting.

Related to the notion of making a judgment based on past experiences is the idea of stereotyping. Stereotypes are usually the result of society's interpretation of roles and activities—women work at office jobs; tall, strong, black young men are athletes; and young people go

to college. We know that women work at many kinds of jobs, that tall, strong black young men may be anything from lawyers to musicians, and that people of all ages go to college these days. The particular community in which people live, the part of the country where they live and, in fact, the country itself all provide stereotypes.

NOTES

Include Question 5 from Activity 5 in your discussions if you are teaching a 90 day curriculum:
"5. An individual's personality (all that he or she is) is a result of both heredity and environment. What have Activities 1-5 (in this case, 1-8) helped you to discover about how your personality may have developed? Can you think of some reasons why you have the particular abilities and interests that you do?"

***

Materials:
- 1 sheet paper/student
- 1 package of crayons per 5 students
  - Colors included: black, blue, brown, green, orange, red, violet, white, yellow

Time: 2 class periods

ACTIVITY 9

INTRODUCTORY LESSON-MODES

Pages 31-35

Purpose:

To provide transition between the "self" and "work mode" phases of the curriculum and to enable students to describe the six work modes. Students will focus on people's styles of work and the affinity of certain styles to particular tasks or occupations. This includes the idea of an inclination toward working with either people, data, or things (from the Dictionary of Occupational Titles).

***

Introduction:

"Now you have completed the activities that examined your "self," and it should be apparent that you are a unique individual. You and your classmates differ in many ways. You express that difference both verbally and nonverbally. It is the combination of your personality characteristics that makes you unlike anyone—a very unique individual.

Some of the personality characteristics that you identified in the first part of Careers and You develop in a certain way to become your own "style." You have heard others say, "Wow! She/he has style." All of us have a certain style. Whether you're playing or working, others see your *style of doing things. . . .*"

Summary:

"We show our uniqueness in many ways, in our actions as well as in our speech. As we express our "style" in work and play, we try to match our special personality characteristics with activities that satisfy our interests and inclinations. . . ."

Evaluation:

Students should be able to—
a. describe each of the six work modes, and
b. identify particular tasks or occupations which typify each mode.

***

Instructional Procedure:

Introduce vocabulary words. Have students read mode descriptions, review and discuss each. Encourage students to respond to Step 2 as truthfully as possible.

Field testing has indicated students perceive conversation as representative of the social work mode. This is not the case! Review the descriptors of the social work mode.

This logo now appears as a graphic description of the work modes. It is used later as an individual evaluative instrument.

Careers and You is *not* meant to type students by work modes.

***

Materials: None

Time: 2 class periods

IDEA — Class may decorate room with mode symbols and related occupations. Trying to coordinate colors as explained in Activity 8 might be added fun.

ACTIVITY 10

MODE COLLAGE

Pages 37-38

Purpose:

To reinforce the student's understanding of each work mode by identifying the modes and relating them to typical tasks.

***

Introduction:

"We function in many work modes during the course of even one day. Our style of doing things favors one mode, but sometimes circumstances do not allow us to work in it. When this happens, we often turn to recreational activities. . . ."

Summary:

"Sometimes it is difficult to identify a major work mode for a person. This happens because in the course of a day, we may shift several times from one work mode to another. . . ."

***

Evaluation:

Students should be able to —

a. identify and describe the six work modes
b. differentiate between the work modes, and
c. list tasks which typify each mode.

***

Instructional Procedure:

Individual students may search through magazines for pictures of modes or work in groups. They may refer to Activity 9 for descriptions of the work modes. A thorough discussion of the lesson should follow.

Materials:
Glue
Scissors
Magazines, catalogs, newspapers
Poster board.

Time: 2 class periods

IDEA — You may wish to do the collage directly on the bulletin board using a hexagon or globe (the World of Work) as a background.

NOTES

ACTIVITY 11

MODE PREFERENCES

Pages 39-42

Purpose:

To help students identify those work modes which seem appropriate to their personality characteristics at this time. Students should recognize that their preferences of work modes will change and that personalities can be suited to more than one mode.

***

Introduction:

"Throughout your life you will be involved in a combination of work mode activities. Sometimes you will be involved in mechanical activities. Other times you will operate in the creative, social or investigative work modes. All six work styles will be part of your everyday life, though only one or more may be appropriate to your personality. . . ."

Summary:

"As you can see from Activity 11, there might be one, two, or three work modes you prefer over the rest. These modes might suit your personality characteristics best *at this time*. However, it is important to remember that as you grow older and your personality develops, your interest may change. . . ."

***

Evaluation:

Students should be able to —

a. place modes in the order of their appeal for them as individuals, and
b. give reasons why their choices may change.

Instructional Procedure:

Discuss the introductory information and permit students to complete Task 1. Introduce vocabulary words. Reviewing the scoring procedure on the board may be of help to the class. After the task, discuss the ranking and how it may change. As a filler, if time permits, note the vocational/avocational relationships.

Materials: None

Time: 1 class period

IDEA — You may wish to take the inventory too! Explain to students that there are many inventories and similar devices. Discuss how they can help a person capitalize on their strong points.

NOTES

Activity 12

Simulating the Work Modes

Pages 43-50

Purpose:

To give students an opportunity to further reinforce their understanding of the six work modes by simulating each of them. It should also become obvious that many tasks involve more than one of the modes, and that as a particular task changes (becomes a habit or routine, for instance) the work mode changes in nature also.

***

Introduction:

"Each of you have had a chance to read about and discuss the six different styles of work or work modes. By now, you might prefer one, two, or even three of the modes more than the rest. Many times a person can get a clearer understanding of something if he or she can actually try it out or "role-play" the situation. During the next few days, you will have an opportunity to simulate each of the six work modes in some interesting ways."

Summary:

"You are a unique individual! You have learned that the type of personality you have affects the type of occupation you may eventually choose.

There are two dimensions to every occupation: first, the knowledge or information needed to perform the job; and second, the style in which such information is used or the way a person works. This way of working, called a work mode, reflects you and your special personality characteristics. . . ."

Evaluation:

Students should be able to—

a. state their general "feelings" about simulating the various modes,
b. answer the questions at the end of each task, and
c. demonstrate a thorough understanding of the six work modes by the end of Activity 12.

***

Task 1 Mechanical Work Mode

Instructional Procedures:

Teacher should demonstrate how to make a macramé flower pot holder, following the steps outlined in the student activity book.

Alternative mechanical activities might include building an erector set, putting together a model, or fixing a machine or toy.

Caution: Have students discuss the gratification or discomfort of simulating the mechanical mode—not the act of making a flower pot holder.

Discuss the mechanical mode in terms of working with people, data, or things.

Materials:
2 pieces (84") of rope or string/student
8 beads/student

Time: 1 class period

***

Task 2 A Conventional Work Mode

Instructional Procedure:

While doing Task 2 A, students should not be allowed to talk, but they may during Task 2 B. This is to show how many times a potentially dull conventional job can become interesting because of the interpersonal relationships which may accompany employment (e.g. company bowling or softball teams).

It is not necessary for students to complete the ordering of social security numbers. Its purpose is to help students get the "feel" of the conventional mode.

Materials: None

Time: 1/2 class period.

***

Task 2 B Conventional Work Mode

Instructional Procedures:

Students may talk while doing this activity.

Advantages of conventional type work:
a. Exact rules, regulations, or directions
b. Same routine—easy to understand
c. Few physical skills required
d. Do not have to be part of a team effort.

Disadvantages of conventional type work:
a. same routine—potentially boring
b. Little chance for individual creativity
c. Work frequently done alone.

Materials:
1 box of paper clips/2 students or any substitute for paper clips, i.e. marbles, squares of cardboard, etc.)
10 small bags or envelopes/2 students.

Time: 1/2 class period

Task 3 Enterprising Work Mode

Instructional Procedures:

Divide the class into pairs. Each pair should pick a topic to discuss and then choose sides. Each student has 60 seconds to present an argument for or against the topic to the class. You may wish to have the class vote on the best argument presented in each pair. (The purpose of a class vote is not to judge, only to add to the spirit of competition.)

Caution:

Take care that students not accustomed to this style of presentation do not have a bad first experience. Reinforce the positive aspects of being persuasive and assertive.

***

An inclination toward enterprising skills (being persuasive, adventurous, and aggressive) is often acquired or developed through practice. Students who do not enjoy simulating this mode now may find it more interesting in time.

Discuss the enterprising work mode in terms of people, data, or things.

Material: None

Time: 1 class period

***

Task 4 A Social Work Mode

Instructional Procedures:

All students should do Task 4 A.

Have a thorough class discussion on the accurate definition of the social work mode.

An alternative activity for Task 4A would be for students to help a younger class with some activity.

Discuss the similarities and differences of the social and enterprising work mode. Include in the discussion an emphasis on people, data, or things.

Caution:

"Talking" between students is not an indication of working in the social work mode— a misunderstanding made obvious by the field test data. Refer to the explanation of social work mode and emphasize empathy and feeling for others.

Materials: None

Time: 1 class period

***

Task 4 B - 4 C Social Work Mode

Instructional Procedure:

Students have the option of doing either 4B or 4C.

Have students share their outside assignment with the class.

Materials: None

Time: To be done as an outside assignment

***

Task 5 A Investigative Work Mode

Instructional Procedures:

Both the condition report and the elevation lines are present so students have to analyze and plan an alternate truck route.

You may wish to do either Task 5 A or 5 B or both, depending on time constraints.

Materials:
Map in student activity book, page 48.

Time: 1/2 class period

***

Task 5 B Investigative Work Mode

Instructional Procedures:

Class should be divided into pairs or groups.

Problem 1 - Solution: The pack on John's back was an unopened parachute. John jumped out of a plane.

Problem 2 - Solution: The puddle of water came from a fish bowl which blew over when the wind came through the open window. Bob and Sue are fish.

Students may not get the exact answer, but they can enjoy the process of analyzing a problem.

Discuss the similarities and differences of the investigative and conventional work modes. Again, refer to people, data, or things.

Materials: None

Time: 1/2 class period

***

Task 6 Creative Work Mode

Instructional Procedures:

No specific directions are included for this task. Students should get the feel for having to "create" something without directions.

Students should work individually.

Materials:
Students should have a variety of materials available, such as clay, paints, crayons, paper, glue, yarn, string, and writing paper.

Time: 1 class period

NOTES

Activities 13-29 present an opportunity for students to try out the 6 work modes in the context of the 15 USOE occupational clusters. Students will find all or many of the modes in each of these cluster activities, and they should experience all of them before completing the course.

The questions at the end of each task contain an illustration through which the student can evaluate which mode(s) he or she used in the task. As several activities are completed, be on the alert to guide students toward modes they are not experiencing.

This emphasis on work modes fades, but is not completely abandoned, in Activities 22-29. Interests and the occupational aspects of the clusters are brought to the fore, as students more clearly understand that work modes are found everywhere — regardless of the occupation or cluster.

Activity 13

Goods and Services

Pages 51-57

Purpose:

To enable students to recognize and understand work environments throughout the world of work: in occupations dealing with either goods or services, in each of the 15 occupational clusters, and in their hobbies as well.

***

Introduction:

While the world of work can be divided into fifteen occupational clusters, all occupations also can be grouped either as "goods" or as "services." *Good occupations* are those directly involved in production. *Services occupations* are those which deal with the distribution and maintenance of such goods, as well as any other services performed for people. . . ."

Summary:

"All of the occupations grouped into the 15 USOE occupational clusters can be labeled either as goods occupations or services occupations. They are divided according to their purpose — a) the production of goods or b) services performed for people, such as making goods available or keeping them in good repair. . . ."

***

Evaluation:

Students should be able to —

a. name occupations which are representative of both goods and services, and
b. identify occupations and hobbies which are representative of modes in each of the 15 USOE clusters.

Instructional Procedure:

Introduce vocabulary words. Task 1 helps students define "goods" and "services." Task 2 may be done orally as a class with discussion.

Task 3 MODICE are easily made by taping the sides of regular dice with an adhesive tape and lettering them with mode abbreviations. You may have to arbitrate between the groups playing this game.

Materials:

1 pair of dice (2 die)/5 students
Masking or white tape

Time: 2 class periods

IDEA — MODICE can be made "king-size" from revamped milk cartons and the entire class can play at one time.

A spinning wheel with a pointer on each end of the indicator may be substituted for dice.

NOTES

ACTIVITY 14

MODES IN PUBLIC SERVICE

Pages 59-63

Purpose:

To identify the presence of each work mode in the Public Service Cluster.

***

Introduction:

"Work styles or "modes" can be found all around us. Regardless of the organization, whether it be a company, a military service such as the Navy, or a government, people can be found working in the six work modes. Your personality may be such that you enjoy two or three work modes. . . ."

Summary:

"Everyone works in one or more of the work modes all the time. The modes can be found in all clusters, including the Public Service Cluster. Of all the modes in public service, the social work mode (helping people) should be the most outstanding. For leadership positions, the enterprising and investigative modes are needed too."

***

Evaluation:

Students should be able to —

a. name several occupations within the Public Service Cluster which represent work environments within the work modes.

***

Instructional Procedure:

The emphasis in Activities 14-20 will be on locating work modes in the clusters. Thereafter, emphasis will begin to focus on careers and school try-out experiences.

Activity 14 marks the beginning of an identification of modes, occupations, and clusters with a hypothetical community in which your students reside and carry on day-to-day business. You may also choose to use the actual community in which you live. Whichever choice you make, that community will be the backdrop for the next several activities.

Read and discuss the cluster information contained in the introduction. Introduce vocabulary words. Relate Task 1 to town government in general. Impress students with the fact that elections are <u>not</u> to be based on popularity but on the appropriateness of personality. In Task 2, you may wish to make ballots for the election.

Materials:

1 election ballot (blank paper)/student

Time: 2-3 class periods

NOTES

ACTIVITY 15

MODES IN ENVIRONMENT

Pages 65-72

Purpose:

To locate occupations within the Environment Cluster which typify each of the work modes.

***

Introduction:

"A part of your community government is the Planning Commission. Its responsibility is to plan for orderly growth and development in the community. Persons appointed to the commission must be concerned with their community as well as have some skill in dealing with its problems. . . ."

Summary:

"We are all part of an environment. In one sense of the word, we are part of a *community environment* — the people and surroundings that we occasionally meet and which indirectly affect our lives as long as that environment is pleasant and safe. In another sense of the word, we are part of a *work environment* — those people and surroundings that daily affect our lives as we are working and playing. . . ."

***

Evaluation:

Students should be able to —

a. name several Environment occupations that typify each of the work modes.

***

Instructional Procedures:

Discuss the importance of the environment to everyone. Permit students to read and discuss the introduction. Introduce vocabulary words. Read and discuss Task 1.

In Task 2, students selected for committee work should express the interests/hypothetical occupations which seem appropriate to a particular committee.

After Task 2 and before the students go to their separate committee meetings, supply them with a map of the community for which they are serving on the Planning Commission. This map should show general surface features of the land, such as its relief, bodies of water and so forth. It should also show some man-made features, such as interstate highways, bridges, etc.

If using your own community, give them a topographic map of the town or county. You might use an overhead projector to enlarge it to bullentin-board size and trace. If using a hopothetical community, you may either generate your own topographic map or use the one reproduced in the Teacher's Guide.

The students will take it from here — deciding by their zoning designations in Task 3, where the population centers, industries, farms and so forth will be.

Task 4: These students will take the map and turn it into a three dimensional model. You may wish to alter the scale depending on how much room you have available for this project. The members of the Land Use Committee might assist in trimming the map with residence symbols and so forth, if they finish early.

In Task 5, you may contaminate tap water or have students bring water they believe to be bad. Ph scales are often

found in science or agriculture departments.

Students working on Task 6 will need help in identifying natural resources usually taken for granted: clean water, recreational lakes, timber, sand, gravel, clay, minerals, etc.

Materials:

3 community maps
1 large piece of cardboard (approximately 3' x 3')
sand
masking tape
crepe paper
paper
scissors (1-2 pair)
local telephone directory
water samples
substances for adding to water samples, like rust, soil, fertilizer, rubber cement, detergent or floor wax
Ph paper and color chart/class
microscope

Time: 3 class periods

NOTES

S
W
E
30
40
OLD RIVER

ACTIVITY 16

MODES IN COMMUNICATIONS AND MEDIA

Pages 73-75

Purpose:

To identify occupations which represent the work modes within the Communications and Media Cluster.

***

Introduction:

"Although the community environment offers many different kinds of employment, many businesses and industries seem to represent only a certain work mode or occupational cluster. An insurance company would seem to be a good example of the Business and Office Cluster and the enterprising work mode. . . ."

Summary:

"Community environments can have many kinds of employment. It should not be hard to find the *kind* of work, the work mode, most suitable to you. However, if you develop unique or special interests, you may be forced to move to a new location. This should be no surprise, since *all* of the 20,000 occupations found in our country today probably would not be found in your community. School will help you begin to recognize not only the work modes that interest you, but these occupational clusters as well."

***

Evaluation:

Students should be able to —

a. name occupations representative of each work mode within the Communications and Media Cluster.

Instructional Procedure:

Read and discuss the introduction.

You may use the new graphic traffic signs as a take-off for this task. The students are asked to design a graphic representation for each listing on a directional signboard. Discuss the several modes that students use in this activity.

Materials:
- Bulletin board
- Scissors

Time: 1-2 class periods

NOTES

ACTIVITY 17

MODES IN CONSTRUCTION

Pages 77-80

Purpose:

To identify occupations representative of the six work environments found in the Construction Cluster.

***

Introduction:

"Part of the reason for zoning and planning community growth is to prevent the construction of too many houses per square mile. Another reason is to prevent the construction of structures which look out of place (such as a high rise in an area of one story homes). . . ."

Summary:

"Construction is very important to the organization and use of our country's wealth and resources. Many persons who work in the construction field have a mechanical aptitude. This aptitude may be used in several ways: as a problem-solving skill (engineers and researchers), as a physical skill (craftsmen), or in management (contractors and executives). . . ."

***

Evaluation:

Students should be able to —

a. name occupations which typify each work mode as they are found in the Construction Cluster.

***

Instructional Procedure:

Read and discuss cluster information in the introduction.

Task 1: If cutting pliers cannot be found, regular slip joint pliers can be used. Open jaw wide to cut.

Task 2: Move desks aside and use floor for hammering. Blunting nails may prevent splitting of wood.

You may wish to duplicate the materials for more individual simulations.

Materials:

Task 1: *Greenhouse*
Lumber: 2 pieces 3/4 x 4 x 36
2 pieces 3/4 x 4 x 12
3 pieces 3/4 x 4 x 36
1 piece of scrap wood (at least 6" x 12")
Nails: (At least 1")
Hammer
5 Coathangers
Clear plastic covering

Task 2: *Seed flat*
Lumber: 2 endboards 3/4 x 4 x 21
2 sideboards 3/4 x 4 x 23
2 bottom boards 3/4 x 4 x 23
Nails
Hammer

Time: 1 class period

NOTES

ACTIVITY 18

MODES IN AGRIBUSINESS AND NATURAL RESOURCES

Pages 81-83

Purpose:

To identify occupations which typify the six work modes as they are found in the Agribusiness and Natural Resources Cluster.

***

Introduction:

"The Planning Commission zoned one of the areas in your town for agriculture. This area probably consists of farms, orchards, greenhouses and so forth. The people employed in this part of town probably work in the Agribusiness and Natural Resources Cluster and just as in the other clusters, their occupations represent all work modes. For example, botonists and entomologists work in the *investigative* mode, farm mechanics in the *mechanical*, extension agents in the *social*, farm managers in the *enterprising*, field hands or pickers in the *conventional*, and landscape/nurserymen in the *creative*. . . ."

Summary:

"The growing of food is very basic to man's needs. Those who inspect, process or otherwise engage in the production of food and raw materials have a very big responsibility to the world's growing population. The Agribusiness and Natural Resources Cluster offers a wide range of career choices which includes every work mode. Such occupations are found not only on the farm, but in processing plants, on ships, and in every town and city — wherever food and raw materials are obtained, processed, or used."

Evaluation:

Students should be able to —

a. list occupations which typify each of the six work modes found in the Agribusiness and Natural Resources Cluster.

***

Instructional Procedure:

Read and discuss cluster information in the introduction.

Cover a table or floor with newspaper to facilitate clean up in Task 1. Make certain soil is sufficiently drained.

In Task 2 add water slowly to avoid over-saturation of soil and rotting of seeds.

Materials:

- Soil (for greenhouse and seed flat)
- Litmus paper
- Small containers (2-3)
- Lime
- Sawdust
- Peat moss
- Sand
- Vermiculite
- Seeds

Time: 1 class period

NOTES

ACTIVITY 19

MODES IN MARINE SCIENCE

Pages 85-89

Purpose:

To introduce students to the Marine Science Cluster and to indicate the presence of all work modes within it.

***

Introduction:

"Closely related to the Agribusiness and Natural Resources Cluster is the Marine Science Cluster. Persons in this cluster are also concerned with our land, mineral, and food resources being exhausted, just as in Agribusiness occupations. In the future, we will turn more often to fresh and ocean waters as a source of food and minerals."

Summary:

"Just as in other occupational clusters, each of the six work modes are present in all those marine science activities in which people are employed. What marks the difference between these occupations and those in Agribusiness is just the particular background of the people working. For example the difference between a biologist and a marine biologist is the environment of the plants and animals which each studies — either land or water."

***

Evaluation:

Students should be able to —

a. name marine science occupations which illustrate the six work modes, and
b. identify any out-of-school activities which relate to the Marine Science Cluster.

Instructional Procedure:

Read and discuss introduction. Introduce vocabulary words.

Exploring the reasons for the U.S.S. America's demise can be an entertaining competition between individual students. The ship's course also can be plotted and examined as a class, with the help of an overhead projector. The key to finding a reasonable explanation for the ship wreck is to analyze and apply the map legend.

Materials: None

Time: 1 class period

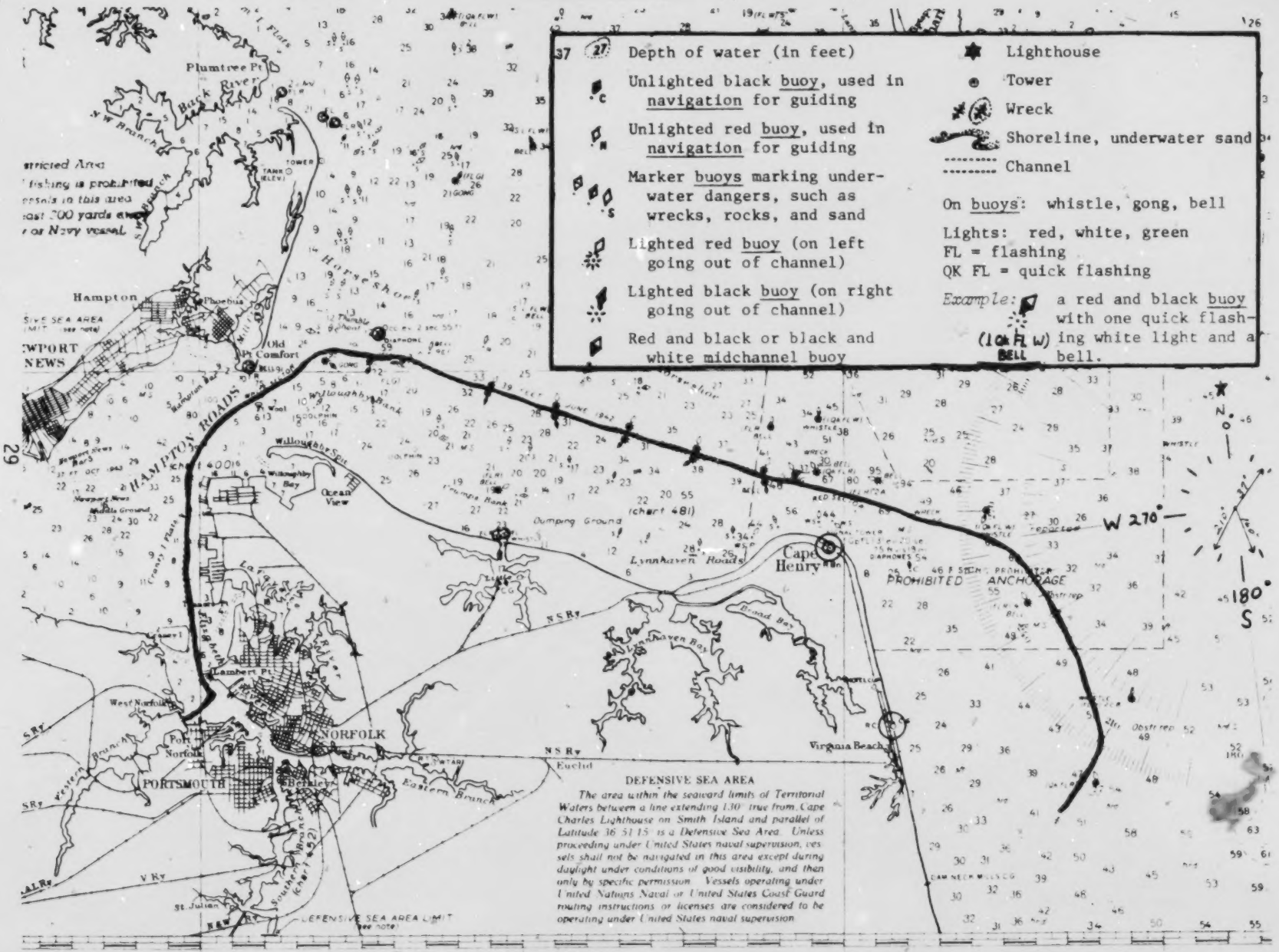
***

IDEAS — There are several interesting mathematical relationships that can enrich this activity. The ship with a quarter of a million dollars worth of silver, lost in 1942, would be carrying a cargo of far greater value today.

Another interesting conversion is the water depth, given in feet. Six feet equals one fathom.

Navigation itself is fascinating to the mathematically-inclined. Some students may be interested in researching the various forces that affect the steering of a ship, such as wind drift.

NOTES


37 27 Depth of water (in feet)
Unlighted black buoy, used in navigation for guiding
Unlighted red buoy, used in navigation for guiding
Marker buoys marking underwater dangers, such as wrecks, rocks, and sand
Lighted red buoy (on left going out of channel)
Lighted black buoy (on right going out of channel)
Red and black or black and white midchannel buoy
Lighthouse
Tower
Wreck
Shoreline, underwater sand
Channel
On buoys: whistle, gong, bell
Lights: red, white, green
FL = flashing
QK FL = quick flashing
Example: a red and black buoy with one quick flashing white light and a bell.
(1QkFl W) Bell
DEFENSIVE SEA AREA
The area within the seaward limits of Territorial Waters between a line extending 130° true from Cape Charles Lighthouse on Smith Island and parallel of Latitude 36° 51' 15" is a Defensive Sea Area. Unless proceeding under United States naval supervision, vessels shall not be navigated in this area except during daylight under conditions of good visibility, and then only by specific permission. Vessels operating under United Nations Naval or United States Coast Guard routing instructions or licenses are considered to be operating under United States naval supervision.
Plumtree Pt
Back River
Hampton
Old Point Comfort
Fort Monroe
Willoughby Spit
Willoughby Bay
Ocean View
Hampton Roads
Lynnhaven Roads
Cape Henry
PROHIBITED ANCHORAGE
Lambert Pt
NORFOLK
PORTSMOUTH
Norfolk
Virginia Beach
Euclid
Eastern Branch
Southern Branch
DEFENSIVE SEA AREA LIMIT
W 270°
180° S
N
20
10
76
50
29

38

39

ACTIVITY 20

MODES IN CONSUMER AND HOMEMAKING EDUCATION

Pages 91-96

Purpose:

To alert students to the presence of all work modes in the Consumer and Homemaking Education Cluster.

***

Introduction:

"Each community has its own special requirements for child care services. One way to give children a "home away from home" is a child care center. They usually operate during the hours when working parents need their services. Factory-working parents go to work earlier than parents who work in department stores. . . ."

Summary:

"One part of the Consumer and Homemaking Cluster is concerned with family relations and child development. Many persons get much satisfaction from helping young people grow and learn.

All of us are consumers and we will all someday have to take care of ourselves, if not someone else. A course in this area is helpful not only to women but to men. When both parents work, household duties and child-rearing are often shared."

Evaluation:

Students should be able to —

a. describe the Consumer and Homemaking Education Cluster,
b. name the six groups of occupations within this cluster, and
c. list occupations which represent the six work modes.

***

Instructional Procedures:

Introduce vocabulary words. Read and discuss the introduction.

In Task 1, students are presented with various occupations found in a child care center. Task 2 asks students to read about young children and then apply what they learned to planning a daily schedule. If it seems appropriate, students could assume the roles of real child care workers (teacher, nurse, administrator, etc.) while planning the schedule.

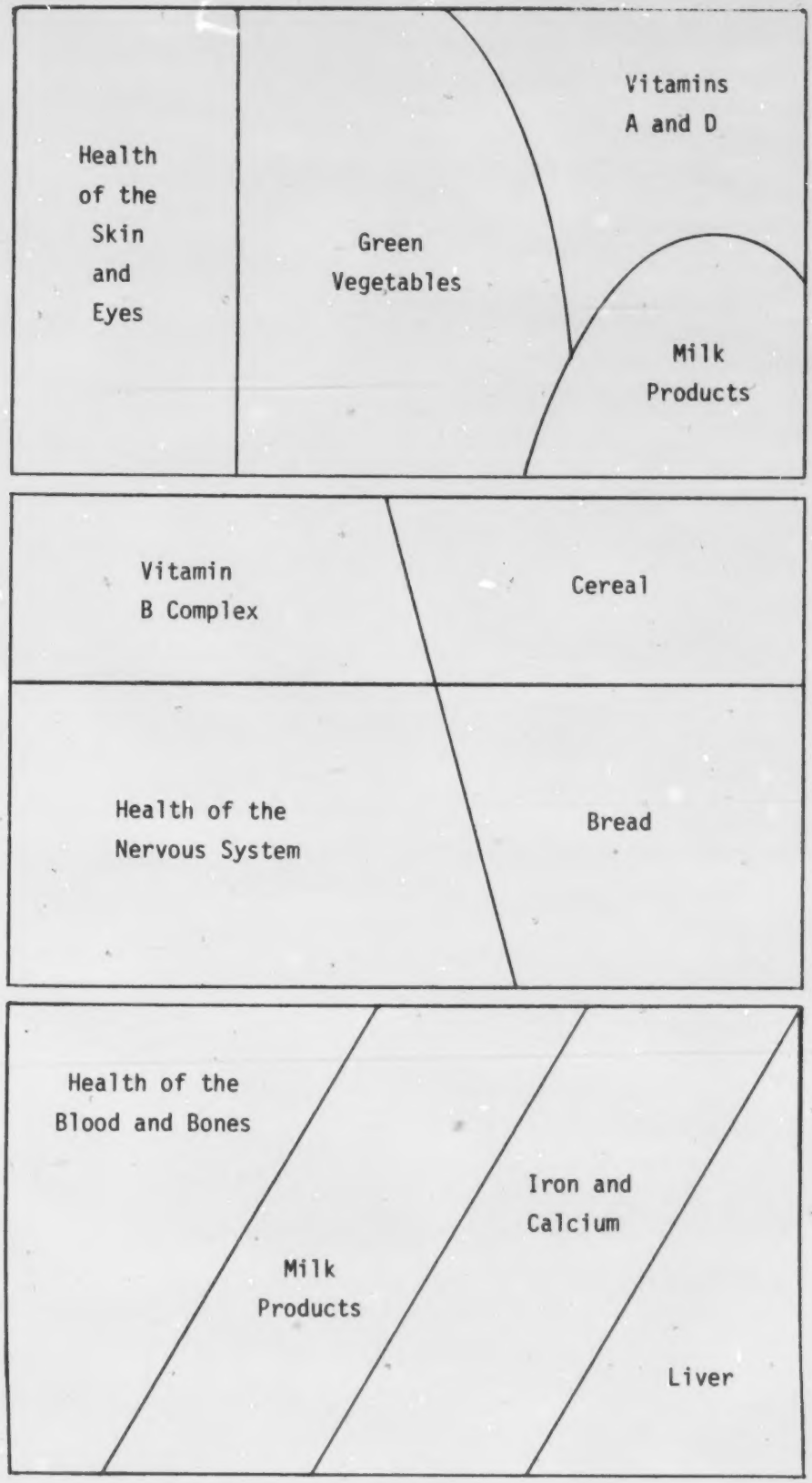
Task 3 is a puzzle game which must be made with index cards ahead of time. Draw the puzzles, using the patterns printed here, or create your own. The combinations shown reflect compatible foods, the vitamins or nutrients gained from eating those foods, and the area of health affected. Distribute the puzzle pieces randomly among the envelopes for each group of five students.

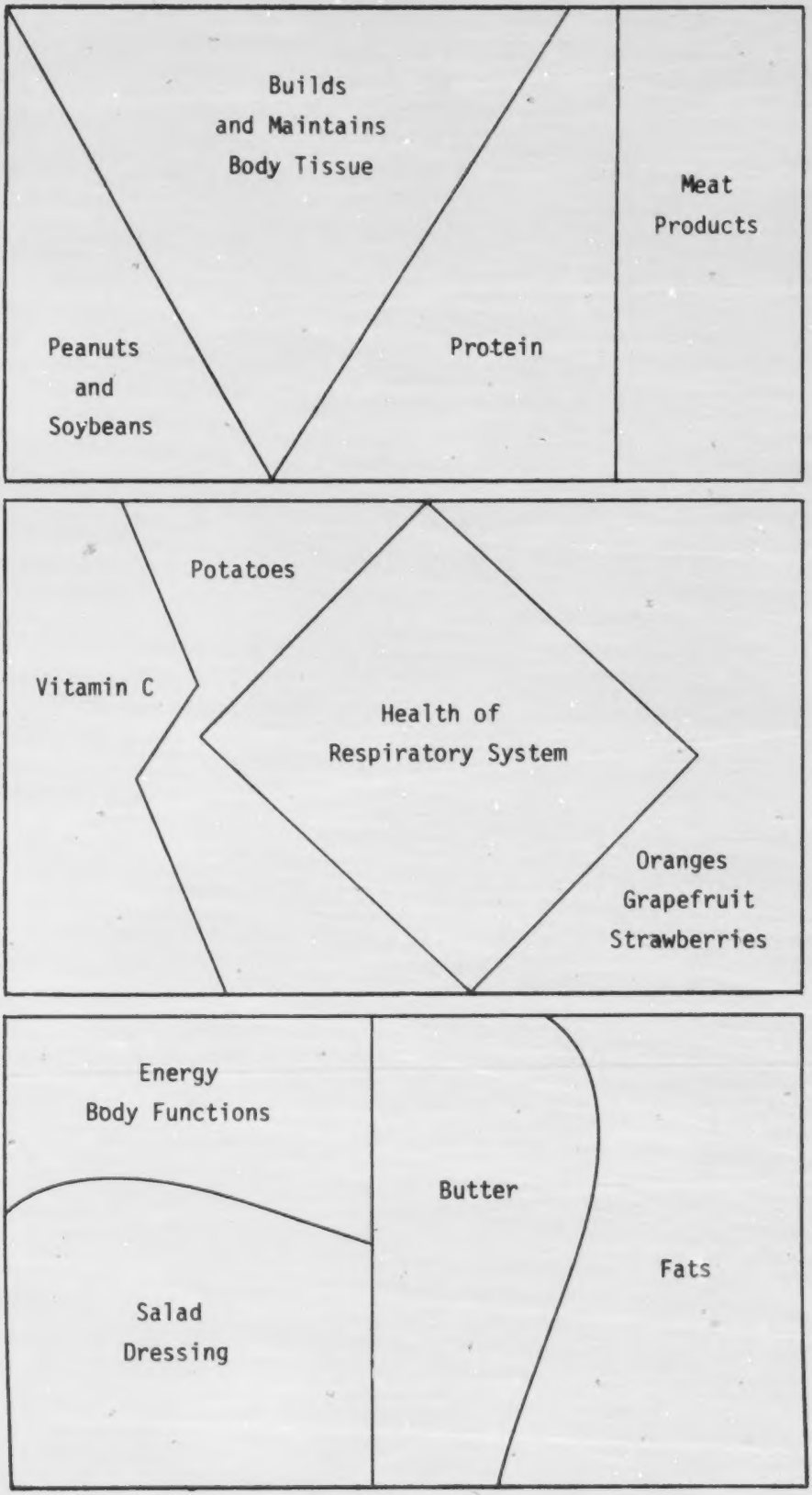
Interviewing people who work in the Consumer and Homemaking Education Cluster could be a good learning experience for those students who express an interest in working with food, clothing, children and so forth.

Materials:
Index cards

Time: 2-3 class periods

NOTES


Health of the Skin and Eyes
Green Vegetables
Vitamins A and D
Milk Products
Vitamin B Complex
Cereal
Health of the Nervous System
Bread
Health of the Blood and Bones
Milk Products
Iron and Calcium
Liver


Builds
and Maintains
Body Tissue
Meat
Products
Peanuts
and
Soybeans
Protein
Potatoes
Vitamin C
Health of
Respiratory System
Oranges
Grapefruit
Strawberries
Energy
Body Functions
Butter
Fats
Salad
Dressing

Activity 21

Modes in Personal Services

Pages 97-99

Purpose:

To make students aware of the presence of all work modes in the Personal Services Cluster.

***

Introduction:

"Our country keeps growing every day. There are more goods and services to buy today than there were when you were born. Many people make more money. Many people have more time for recreation than they once did. The need for personal services has increased in the same way. People can better afford to hire others to do the tasks they used to do. . . ."

Summary:

"The Personal Services Cluster has grown in importance, as people have been able to afford more help, more travel, and larger, more complex buildings. Large companies now exist which clean entire office buildings at night, when everyone is gone. . . ."

***

Evaluation:

Students should be able to —

a. list occupations which represent the six work modes in the Personal Services Cluster, and
b. name the six groups of Personal Services occupations.

***

Instructional Procedure:

Introduce vocabulary words. Read and discuss introductory information.

Task 1: If this experience would be constructive, have the custodian discuss his work with students. Focus on work modes as well as the advantages or disadvantages of his/her work.

Task 2: Organize cleaning supplies beforehand. Discuss the differences and similarities of this task with the *real* work!

There may be several courses offered in your school system that relate well to this Cluster. Cosmetology and Home Economics are two examples.

Materials:
Cleaning supplies (obtain from the school custodian or the Home Economics department)

Time: 2 class periods

NOTES

Activity 22

Occupations in Fine Arts and Humanities

Pages 101-104

Purpose:

To introduce students to occupations in the Fine Arts and Humanities Cluster.

***

Introduction:

"The Fine Arts and Humanities Cluster includes occupations which express many different feelings and thoughts about art, beauty, right conduct and the society in which we live. Many of the occupations involve not only imagination and creativity, but also education and training in certain skills. Painters, musicians, writers, architects, and historians are a few good examples. . . ."

Summary :

"Every person expresses his or her own style in such ways as clothes and a general manner of doing things. There are many hobbies which allow a person to develop these interests in expression — like painting, photography, writing or clothes design. . . ."

***

Evaluation:

Students should be able to —

a. describe the Fine Arts and Humanities Cluster,
b. list the seven areas of occupations in this cluster,
c. give example of occupations in the seven areas which represent each work mode, and
d. name school experiences which seem related to a career in this cluster.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss introductory information. Emphasis has switched from *modes* to *occupations and experiences*, both in and out of school, which will be helpful should students decide to pursue certain careers. This emphasis includes those adult career models that are close to the students' daily experiences. Discussion should begin to reflect this shift from the work modes.

In Tasks 1 and 2, newspapers will be helpful in covering desks, etc. Dampen the clay for Task 2 early, so it will be pliable.

In Task 3 not all students will want to make a *verbal* presentation, but they might be encouraged to do so. One alternative would be to form small groups to develop the arguments for their "better" design.

Discuss what kind of experiences prepare a person for careers related to the Fine Arts and Humanities Cluster.

Materials:

- Clay
- Sandpaper
- White glue
- Gold paint
- Silver paint
- Brown shoe polish
- Black shoe polish
- Construction paper or cloth

Time: 2-3 class periods

IDEA — There are many creative hobbies, such as photography, writing, dancing, and music, that your students might like to share.

ACTIVITY 23

MANUFACTURING OCCUAPTIONS

Pages 105-109

Purpose:

To introduce students to the Manufacturing Cluster.

***

Introduction:

"Whether a product is made by one person or whether it is made by one hundred, that product is manufactured. The Manufacturing Cluster involves all of the people who make things that we use in our everyday lives. These goods may be as small as a pin or as large as the rocket that sent the Viking spacecraft to Mars. . . ."

Summary:

"Manufacturing is a very important part of our economy. Persons whose occupations are in the Manufacturing Cluster include scientists, engineers, technicians, craftsmen and skilled, semi-skilled and unskilled workers, as well as the administrators and managers found in any business. Anything which is not made at a building site is said to be 'manufactured'. . . ."

***

Evaluation:

Students should be able to —

a. describe the Manufacturing Cluster,
b. name the eight general groups of occupations within this cluster, and
c. identify specific exploratory cources which would serve as introductory experiences for careers in manufacturing.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss introductory materials.

In Task 1, point out to the students that the design will be based upon the sequencing of various colored beads.

In Task 2 students will benefit from designing their own assembly line. The flow chart illustrated is merely a *sample*, but the steps are typical. The production of chokers for each class member may provide the feeling of repetitiouness that often accompanies assembly line work. If not, the chokers may be disassembled and put together again. If the work is done *silently*, it will accentuate the potential boredom for some people.

The chokers made in this activity should be saved for possible use in Activity 26.

Materials:

- Beads
- Leather thread
- Small plastic bags
- Labels
- Yardstick
- Scissors

Time: 2-3 class periods

IDEA — Often clubs look for moneymaking projects which will involve a large number of people. Your class might decide to repeat the production of the chokers to sell at a school bazaar.

NOTES

ACTIVITY 24

HEALTH OCCUPATIONS

Pages 111-116

Purpose:

To introduce students to the Health Cluster and typical occupations in that cluster.

***

Introduction:

"One field of occupations absolutely necessary to every community is the Health Cluster. People who work in these kinds of jobs are concerned about health protection and health care. . . ."

Summary:

"Health occupations attract people who are interested in helping others. There is a continuous need for these kinds of workers in most communities. The Health Cluster includes a large variety of skills. Among them are surgery, laboratory analysis, dental hygiene, public relations, recreational therapy, ambulance assistance and many more. Many occupations in the field require both education and on-the-job training . . . ."

***

Evaluation:

Students should be able to —

a. describe the Health Cluster,
b. list at least seven major groups of occupations in health, and
c. name two ways to explore health occupations.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss the introductory pages.

Task 1 is written essentially to be a task for discussion. However, if it seems appropriate, the class may be organized to role-play the accident, the call for help, caring for the accident victim, and crowd control.

It may be helpful to divide the students into groups for Tasks 3 and 4. One group can take temperature and pulse readings, while the other takes blood pressure readings. It may be, however, that the use of fragile glass thermometers is viewed as unwise in your situation. If so, the tasks can be done sequentially, omitting that reading.

The use of community resource people will add a special dimension to this activity. They can speak on work modes, as well as education, training, and personal insights into the cluster of occupations.

You may wish to secure more X-rays than the sample provided. Discarded ones are usually available free at your local hospital. They may be shown and discussed by the whole class with the help of an overhead projector. A radiologist would be particularly helpful in pointing out what the X-rays show.

Materials:
- Blood pressure kit
- Oral thermometer (optional)
- X-ray

Time: 2-3 class periods

NOTES

ACTIVITY 25

PUBLIC SERVICE OCCUPATIONS

Pages 117-122

Purpose:

To introduce students to occupations in the Public Service Cluster.

***

Introduction:

"Public service occupations are often related to government in some way. In the United States, the public servant usually works in either the administrative, legislative, or judicial branch of government. . . ."

Summary :

"Many occupations in public service are similar to the ones found in private business. Detectives, security officers, lawyers, and office personnel may be hired by either. However, some of the occupations relating to the courts are purely government positions, such as judges and court clerks. . . ."

***

Evaluation:

Students should be able to —

a. name at least four groups of public service occupations,
b. list and describe typical occupations in the law enforcement group, and
c. identify courses related to public service.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss the introduction.

Possible resource persons in Task 1 include social studies teachers or law enforcement persons from the community to discuss court organization and procedure.

Task 2 is related to Activity 23 and the Manufacturing Cluster in which someone was hurt. In filling out these forms, students will get a genuine feeling for one aspect of public service occupations.

Full participation of students in Task 3 may be assured by including enough slips of paper labeled "prosecution witness," "defense witness," etc.

Draw attention to occupations which are either public or private, such as a lawyer's position.

Materials: None

Time: 2-3 class periods

NOTES

Activity 26

Occupations in Marketing and Distribution

Pages 123-126

Purpose:

To introduce students to the Marketing and Distribution Cluster. To alert students to preparatory experience associated with this cluster.

***

Introduction:

"Occupations in marketing and distribution deal with the flow of goods and services from the producer to the consumer. . . ."

Summary:

"In a country like ours where people consume large quantities of goods and services, the occupations of the Marketing and Distribution Cluster are very important. These occupations are concerned with organizing materials and people, researching markets for the products, purchasing and selling, as well as shipping goods from one location to another.

***

Evaluation:

Students should be able to —

a. describe the Marketing and Distribution Cluster,
b. list several of the groups of occupations within the cluster, and
c. name ways to explore careers in this cluster.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss the introductory materials.

In Task 1, such things as wall paper or construction paper may be substituted for the fabric swatches.

If possible, in Task 2, photographs may be made of the displays constructed. Another possibility is to choose the best and put it in a well-located display case.

Task 3 may be related to actual business services or services related to school clubs, etc. Some of the advertisements rated best may be read over the P.A. system.

Materials:
- Swatches of fabric/wallpaper
- Background material
- Posterboard
- Cassette tape recorder/tape

Time: 2 class periods

NOTES

ACTIVITY 27

TRANSPORTATION OCCUPATIONS

Pages 127-131

Purpose:

To introduce students to the Transportation Cluster.

***

Introduction:

"Occupations in transportation involve wheeled vehicles, watercraft, aircraft, and pipelines. More than just driving and navigation, this means repair and maintenance, passenger service, dispatching and scheduling, safety inspection, and many other occupations. . . ."

Summary:

"Our country depends on the people who make goods and services available to the consumer. Workers of all kinds, from research scientists and engineers to skilled laborers and tradesmen, are included in this cluster. . . ."

***

Evaluation:

Students should be able to —

a. describe the Transportation Cluster,
b. list typical occupations within each of the five groups of transportation occupations, and
c. identify school courses and experiences which would be helpful in exploring occupations in the Transportation Cluster.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss the introductory section.

In Task 1, you may have two students read the CB conversation below. Guide them in tracing the two truck drivers as they move across the state.

Truck #1: "Breaker, Breaker one, one. This is Westbound *Leadfoot*, come on."

Truck #2: "Hey there, Westbound. This is Eastbound *Sunshine*. Come on, good buddy."

Truck #1: "Hey Eastbound, I'm gettin' poor copy. Check your ears. Come on."

Truck #2: "Ears seem o.k. now, good buddy. How do you read? Come on."

Truck #1: "That's a big ten-four, Eastbound. What's your ten-twenty? Come on."

Truck #2: "Hey Westbound, coming from Tennessee with a shipment of go-go girls and headed for Richmond, Virginia. We've just pulled out of Roanoke and now, heading north on Interstate 81. How 'bout you, Westbound? Come on."

Truck #1: "Just left Richmond, Virginia. Headin' toward West Virginia, with one night layover in Roanoke. Right now, headin' west on I64 toward Staunton. Come on."

Truck #2: "That's a big ten-four, Westbound. What's the weather like in the Richmond area? Come on."

Truck #1: "Got cloudy skies and a little wet stuff comin' down. Looks like it might clear in an hour or two. How 'bout you, good buddy? Come on."

Truck #2: "We've got only clear skies and open road ahead. Hey, Eastbound, beat the bushes on your way. Come on."

Truck #1: "Just had an advertising smokey

blow the doors off as I passed Route 620. Don't know what's up — might have some trouble down the road. Come on."

Truck # 2: "O.k. good buddy, We've got a convoy building and got the hammer down. We've got a real lead foot leading us. Everything looks clean n to Staunton! Come on."

Truck # 1: "Just heard on the ears that there's a picture box with bears wall to wall on I64, just after leaving 81. You gotta copy on me, good buddy? Come on."

Truck # 2: "That's a big, big ten-four, good buddy."

Time Passes

Truck # 2: "Come on, Westbound eighteen-wheeler. Do you copy? This is Eastbound Sunshine."

Truck # 1: "Ten-four, Eastbound."

Truck # 2: "Just passed the bears takin' pictures on the grass on I64. Thanks for the ten-twenty. Hey Westbound, I'm on top of Afton Mountain on 64 and heard there's been a big accident about 10 miles west of me on 64. They've got bears wall to wall with four draggin' wagons there. Also, smokey has stopped all traffic in both directions and the four-wheelers are backing up. You copy?"

Truck # 1: "That's a ten-four. Got any suggestions on another way around? I'm at Route 15 on 64 about 20 miles east of Charlottesville."

Trucker # 2: "Ten-four, Westbound. Take Route 29 south at Charlottesville. When you get to Lynchburg, follow the signs to Roanoke. You copy?"

Truck # 1: "That's a big ten-four, Eastbound. Threes and eights to your XYL. We're gone!"

Truck # 2: "O.k. Good buddy. Going to fill out some swindle sheets while we're backed up at the accident. Seventy-threes to you."

Task 2: Forms can be obtained at a truck stop and duplicated.

Materials:
Driver's Daily Log Book

Time: 2 class periods

IDEA - Students may want to set up their own transportation problems, using CB language.

NOTES

Drivers' Daily Log
(One Calendar Day — 24 Hours)

11	12	1976	Trucking Transport
(Month)	(Day)	(Year)	(Name of carrier)

375	
(Total mileage today)	(Name of co-driver)
375	Richmond, Virginia
(Total miles driving today)	(Home terminal address)

John D. Doe
(Driver's signature in full)

		Mid-night	1	2	3	4	5	6	7	8	9	10	11	Noon	1	2	3	4	5	6	7	8	9	10	11	Total Hours
Row 1	*Off Duty*																									14
Row 2	*Sleeper Berth*																									0
Row 3	*Driving*																									8
Row 4	*On Duty (Not Driving)*																									2

Remarks: Approximately 3 p.m., wreck near Charlottesville - route changed from Rt. 64W to Rt. 295.

From: Richmond (Starting point) To: West Virginia (Destination or turn-around point)

— Use time standard at home terminal —

Activity 28

Business and Office Occupations

Pages 133-139

Purpose:

To introduce students to the Business and Office Cluster.

Introduction:

"Whether you drive a truck, work as a secretary or teach school, you depend on the workers of the Business and Office Cluster. One very basic way they affect you is through your paycheck. . . ."

Summary:

Those who work in the Business and Office Cluster deal with processing information: recording, filming, composing, and checking data. In a society where large amounts of information must be handled, these persons are very important. . . ."

***

Evaluation:

Students should be able to —

a. describe the Business and Office Cluster,
b. name several of the groups of business and office occupations, and
c. name several general and/or specific preparatory experiences for a career in business.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss the introductory material.

If it is possible to obtain the appropriate tax booklets, then any amount of hours may be used to figure the gross wage in Task 1. Otherwise, the tables on pages 138 and 139 of the student activity book apply to a 20-hour workweek.

If tax booklets are obtained and if students kept track of their "working hours" in Activity 27, then these hours may be a good point from which to begin Activity 28.

All students will benefit from performing Tasks 1 and 2, though time may prevent the completion of Tasks 3 and 4.

Local banks often print free checks. They may be willing to donate a book for use in Task 3.

Bank personnel, as well as math or business teachers, are appropriate resources for Task 4.

Materials:
Printed bank checks (optional)
Government tax booklet (optional)

Time: 2-3 class periods

NOTES

a) Date 11/18/76

b) Check No. 815

c) Issued to John Doe

d) For wages

e) Amount $320.85

f) Balance $2699.15

Check No. 815

(g) November 18, 1976 68-618/514

(h) Pay to the Order of John Doe (i) $ 320.85

(j) Three hundred twenty dollars and 85/100 DOLLARS

(k) For wages (l) C. R. Smith

CHECKING DEPOSIT SLIP

(a) DATE November 18, 1976

		Dollars	Cents
(b)	Currency	150	
(c)	Coin		85
	Total from other side		
(d)	TOTAL DEPOSIT	#150	85

SAVINGS DEPOSIT

(a) Date 11-18 1976 (b) Account number 430-5-08

(c) Name John Doe

(d) Address 1301 Highland Drive, Richmond, Virginia

			Dollars	Cents
(e)	CURRENCY		150	∞
(f)	COINS			
(g)	CHECKS List separately	Bank No.		
(h)	TOTAL		#150	00

ACTIVITY 29

OCCUPATIONS IN RECREATION AND HOSPITALITY

Pages 141-143

Purpose:

To introduce students to the Hospitality and Recreation Cluster.

***

Introduction:

"Every community has people who will want to balance periods of work and those kinds of activities with leisure time and recreational activities. However, a hobby for one person might be another person's work. Even fishing can be hard labor. . . ."

Summary:

"The number of persons employed in the Hospitality and Recreation Cluster has grown rapidly. . . ."

***

Evaluation:

Students should be able to —

a. describe the Hospitality and Recreation Cluster,
b. name groups of occupations within the cluster and give an example of each, and
c. describe ways in which to explore occupations in this cluster.

***

Instructional Procedure:

Introduce new vocabulary words. Read and discuss introductory materials.

Task 1 may be handled as an individual homework assignment. Students may also invent their own recreation possibilities, instead of making a choice from the list in Step 4.

Task 2 is an optional field trip, but the purpose may be approached in other ways. There may be parents or other persons willing to speak to the class on their occupations as part of the Recreation and Hospitality Cluster.

The focus is to gather information from persons working in this cluster on such things as the work modes they experience. Of course, they can also tell about the special training and talent it takes to do their job.

Materials: None

Time: 1 class period

NOTES

"Suppose you could speed up the flow of days from today to graduation or to your first day at work or college. Would you be wherever you might be by choice or by chance?"

Students enrolled in Careers and You have investigated personality characteristics, work styles, and occupational clusters. Now they are ready to use their imagination! They are ready to consider some alternatives in course work, school activities, and out-of-school experiences. They are ready to make choices about their future.

The activities which follow are meant to assist such planning by focusing on individual needs. They are very flexible in that they may be supplemented, varied, adjusted or otherwise modified to suit the students enrolled.

For any student, there will be two kinds of planning to think about doing:

a. *short-term planning*, which focuses on the scheduling of exploratory courses and the selection of try-out experiences, and
b. *long-term planning*, which focuses on the eventual consideration of career preparation.

Short-term planning for courses may be guided by the school counselor or by peer counselors, who have had some experience with secondary courses. Try-out experiences may include field trips to these classes as they are being taught. Various club activities may also offer the student information on this level.

Long-term planning for career preparation may include more personal exploration and discovery. This may take the form of interaction with career models and field trips to relevant locations, such as vocational classes, community colleges, and places of business.

In your choice of planning activities, several things must be considered. The placement of Careers and You in the first or second half of the school year may affect your emphasis. Some classes will experience the course on a 90-day basis; others will have a second planning period in the 180-day curriculum.

Teachers may also alter this section according to the grade and maturity level of their students. Resources will vary from place to place. It is most important to evaluate these needs and assets and then help your students define their hopes for the future.

PLANNING ACTIVITY

HUMAN RELATIONS

Pages 147-149

Purpose:

To review the role of "self" in career selection.

***

Introduction:

"In the beginning of Careers and You, we looked at the things which blend to make a unique personality:
- *hereditary influences*, such as physical characteristics, abilities, aptitudes, and
- *environmental influences*, such as interests and values. . . .

Summary:

"Though we are born with many characteristics and acquire many more in our earliest years of life, there are certain ones we can work to develop now. These characteristics make human relations easier because they help us get along with other people. There are certain occupations in which a person could not work unless he or she developed those skills."

***

Evaluation:

Students should be able to —
a. relate their human relations skills to each work mode,
b. identify the modes and clusters that are appropriate to their personal interests, abilities and aptitudes, and
c. match hypothetical occupations to personality characteristics.

***

Instructional Procedure:

Introduce the purpose of this planning section prior to undertaking any of the Planning Activities.

Review the *self* section of Careers and You briefly, then the purpose it served in introducing the modes and the 15 clusters.

In Task 1, discuss the role of human relations skills in occupations such as truck driving. Note that certain occupations place a lower value on these skills than on other skills. Suppress any feelings that a child with a high rating on the Human Relations Scale is better than a child with a low rating. Remenber that many tasks require a person who can work well alone. The value of human relations skills is very subtle in many kinds of work.

Permit students to review their mode pies (the modes they experienced in previous tasks) in Task 2.

In Task 3, an occupations file may be started which will be the basis for additional information gathered in these planning activities.

Materials: None

Time: 1-2 class periods

NOTES

Planning Activity

Working Together

Pages 151-154

Purpose:

To review human relations and group dynamics at work.

***

Introduction:

"While it is necessary to have adequate skills for your job and to be an effective individual in your working situation, there are many times that you will be required to work closely with others. There are times when jobs can be accomplished better by working together than by working alone. . . ."

Summary:

"While many jobs can be done by an individual, there are also many times when people must work together. The reasons that people form groups, the kind of leaders within the groups and the participants themselves affect what the groups are able to accomplish."

***

Evaluation:

Students should be able to —

a. list the advantages and disadvantages of working within a group,
b. describe styles of leadership, and
c. discuss the human relations aspects of work.

***

Instructional Procedure:

Read and discuss the introduction.

The quiz results in Tasks 1 and 2 may be discussed on the basis of past experiences working alone and in groups.

The groups formed in Task 3 may pursue their common interests later by researching occupations together in Task 5. Discuss the questions.

Task 4: Discuss leadership types after students have read the material.

In Task 5, keep the students focused upon investigating the *human relations* aspect of those workers they interview. For ideas on typical occupations to investigate in the interviews, students may look back to previous activities. The "work environment" noted in the Interview Form may have to be clarified as the *physical setting* of a particular job.

Materials:
Index cards
File box

Time: 3 class periods or more

***

IDEA — To follow up the individual interviews, students may enjoy hearing several locally-employed adults speak to their class.

NOTES

QUIZ

1. What are the 15 occupational clusters?
2. Name an example of an occupation in each one of the 15 clusters.
3. What are the six work modes?
4. Name a personality characteristic to describe each of the work modes.

Human Relations Interview Form

Name: John Doe

Occupation: press operator Phone: 552-4021

Agency or Business: Smith Printing Co.

Address: 1201 N. Main St.

Job Description (tasks, responsibilities, and so forth):

responsible for care and operation of press, loading paper, mixing ink

Work Environment

a. Physical characteristics (example: indoor work, factory, noisy, at a desk, etc.):

indoor, noisy shop, has many chemical odors

b. Human relations (working alone, working for someone, supervising others, etc.):

working alone with individual responsibilities

Training or education needed:

on-the-job training or apprenticeship

Other notes (prediction for future demand of this occupation, etc.):

good outlook for future jobs

Would you be willing to come to our class and tell about your work?
Yes ✓ No ___

INDEX CARD

Occupation	press operator
Name	John Doe
Business	Smith Printing Co.
Address	1201 N. Main St. Hopeville, Virginia
Phone	552-4021
Duties	responsible for care and operation of press, loading paper, and mixing ink

(front)

Work Environment	indoor, noisy shop with many chemical odors- works alone.
Training	on-the-job training
Other Notes	Mr. Doe is willing to speak to the Careers class on his job.

(back)

Planning Activity

Preparing to Work

Pages 155-162

Purpose:

To identify the alternative avenues of preparation for work.

***

Introduction:

"Knowing what kind of occupation you may want to have someday is a good piece of information with which to start junior high or high school. To translate that bit of information into a real plan of action is even better. . . ."

Summary:

"In our complex society, planning is a difficult task. However, thinking about yourself and the future will prove to be helpful in setting some goals for yourself. . . ."

***

Evaluation:

Students should be able to --

a. list alternate preparatory paths for sample careers,
b. list the assets and liabilities for each choice, and
c. identify the availability of each choice locally or in the state.

***

Instructional Procedure:

Read and discuss the introductory material. Introduce new vocabulary words.

Task 1: Read and discuss each description of the preparatory programs.

Quiz students on Chart 1. Stress the *transfer ability* from one type to another type of preparation.

Task 2: Filling in Chart 3 will be especially useful to students if they select an occupational cluster and plug in the related occupations which vary by preparation and mode.

Task 3: Students should pick a sample career goal or a short range objective on which to base their window-shopping.

In Task 4, help students to keep their goals realistic.

Time: 2-3 class periods or more

Materials:

Occupational resources:

Dictionary of Occupational Titles
Occupational Outlook Handbook
An Analysis of Fifteen Occupational Clusters

Other available occupational resources

NOTES

Planning Activity

Researching an Occupation

Pages 163-164

Purpose:

To research occupations and careers of individual interest.

***

Introduction:

"In this activity, you will be given time to do a study of something in which you are interested. You may choose any topic related to work modes or occupations. You may do your research in books or with people. . . ."

Summary:

"In our complex society, planning is a difficult task. However, thinking about yourself and the future will prove to be helpful in setting some goals for yourself. . . ."

***

Evaluation:

Students should be able to —

a. describe the results of their research efforts, and
b. share those findings with their peers.

***

Instructional Procedure:

Many topics of interest may be chosen for research in Task 1: local community college programs, the services of guidance/placement programs, occupational fringe benefits, and so forth.

The presentations in Task 2 may be volunteer or may be done as a class project. Displays, bulletin board, and even assembly programs may be part of the plan to share each student's findings with others.

Time: 3 class periods or more

Materials:

Please refer to activity for materials/ resources available in your school system.

NOTES

"The relationship between self and work mode is extremely important. We must be able to feel self-satisfaction in our lives - both in our work and play.

Personality characteristics make some jobs and hobbies attractive to some persons and unattractive to others. These personality characteristics find expression in our interests, abilities, and aptitudes.

Work modes describe how we use our personality characteristics to respond to our surroundings in various ways. We often find ourselves in more than one work mode throughout the day."

ACTIVITY 30

REVIEW OF MODES

Pages 167-169

Purpose:

To review the six work modes (see pages 32 and 33).

***

Introduction:

"In the first semester of Careers and You, you examined your own personality characteristics. You looked at the ways heredity and environment affect personality development. This is a good place to begin the search for an occupation that expresses *your* interests, abilities, and aptitudes.

These inclinations that people have toward certain styles of work are reflected in the six different *work modes* . . . ."

Summary:

Many occupations are similar. They can be grouped into six work modes or combinations of those modes. Within one work mode, an occupation may be more clearly "social" or "mechanical," and so forth . . . ."

***

Evaluation:

Students should be able to –

a. list descriptors of each work mode, and
b. tell whether the occupations related to that mode generally deal with people, data, or things.

***

Instructional Procedure:

Read and discuss the introductory material. Review the work mode descriptions found in Activity 9.

TASK 1: If students do not have the mode pies which were used in evaluating the cluster activities, help them recall the tasks so they can score them.

TASK 2: Occupations never represent only *one* mode. In this task students are looking for the strongest characteristic or work mode.

TASK 3: An "average" day should be taken to be a work day.

Materials: None

Time: 2-3 class periods

NOTES

Activity 31

Identifying Occupations

Pages 171-172

Purpose:

To identify the workers and for the occupations which typify the work modes found in each cluster.

***

Introduction:

"In Activity 30, you looked again at the work modes and reviewed your experiences with them. Your choice of modes may change as you grow older, but this will happen more slowly than the change of the detailed knowledge and skill required for an occupation . . . ."

Summary:

"Occupations may be grouped according to the work modes they share in common. They also may be related by "clusters." What these occupational clusters share in common is a body of knowledge relating all the occupations within them. While these occupations share a common topic, each one also has a special body of knowledge and skills which must be understood or developed . . . ."

***

Evaluation:

Students should be able to —

a. identify at least six occupations in each cluster which also represent each of the work modes.

***

Instructional Procedure:

Task 1: Occupations for each cluster should not be repeated. It might be a good idea to list all clusters and modes on the board to enable students to check them off as done. Such a checklist would serve the purpose of showing students which areas they might volunteer to pantomime, if no checks appeared in certain columns. For homework, students could list occupations for all of these clusters not pantomimed by the end of class time. An alternative would be to select those clusters most meaningful for students to use and assign the rest for homework.

Task 2 may be done using almost any filmstrip with people in it. Students may use a check-off list of modes and clusters or discuss and evaluate each scene as it is viewed.

Materials:

Film or filmstrip (one that shows people working)

Time: 2 class periods

NOTES

"Within each work mode, there is a great range of choice in occupations. For example, within the mechanical mode, there are occupations involving tiny tools and small muscle control, as well as hugh machines demanding strength and large muscle control.

The jeweler and the machinist both work in the mechanical mode. They both need mechanical aptitude, good coordination, and the satisfaction of seeing the results of their efforts. However, their surroundings on the job are very different. Their interests are also different, because they have chosen different occupational clusters, which represent areas of interest.

In the next several activities, you will continue to try out each of the six work modes, but you will also look at the areas where each of the work modes may be found."

Activity 32

Reviewing Public Service

Pages 175-180

Alternate try-out activities include:
- a re-election campaign,
- assuming the role of "teacher for a day,"
- tutoring younger students,
- shadowing public servants, and
- attending a town meeting.

Purpose:

To review the Public Service Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Within your community, there are many persons who work in the Public Services Cluster. What they share in common is a number of occupations supported by the public's taxes and carried out for the public's good. While all are members of the same cluster, their occupations differ greatly . . . ."

Summary:

"You have looked at some of the occupations of the public servants who work in your community. While the work modes they use are of interest, the skills and knowledge they have is most important. In exploratory courses, you may have opportunities to learn basic occupational knowledge which interests you and also to gain some related skills. Meanwhile, the abilities to write, sketch, communicate with people, use tools and follow instructions provide a good foundation for many occupations."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Introduce vocabulary words. Reconvene the Town Council in Task 1.

Task 2: You may wish to make assignments and then go on to the next activity while each publication process gets underway. A portion of each succeeding period can be used until the newspaper is ready to be pulled together and completed.

Also note that the last step in Task 2 is a question. Beginning with Activity 32, every task will have as its final step either a mode pie or a question relating to the identification of courses, 4-H activities, or Scout merit badges. Refer to the appendices at the back of the book for examples.

Task 3: Keep the focus on *community service* announcements. Use the school's P.A. system if appropriate.

Task 4: Determine if your own community has a "5-year plan" for growth and get a copy, if it does.

Task 5: Set the model up in an area where it is safe and this task can be an on-going activity.

One or more of these tasks may have to be omitted, if time is short.

Materials:
- Memo stencils or duplicating masters
- A community map
- One piece of plywood or cardboard (3' x 3') per class
- Model-building materials (paper, cardboard boxes, etc.)

Time: 3-4 class periods

NOTES.

ACTIVITY 33

REVIEWING COMMUNICATIONS

Pages 181-184

Alternate try-out activities include:
- a photographic contest,
- constructing a telegraph key,
- using semaphores for signaling,
- a Braille activity, and
- interpreting what a sketch or picture "says."

Purpose:

To review the Communications Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Occupations in the Communications Cluster deal with the areas of broadcasting, journalism, motion pictures, recording and so forth. Within each group, similar kinds of knowledge and understanding are needed. Some basic understanding of these skills can be gained while a person is still in school. In Activity 33, you will have an opportunity both to try out several work modes and to learn something about occupations in communications. . . ."

Summary:

"Classes in both art and industrial arts can offer opportunities to learn more about communications, as well as develop some skills which are important to persons in this field. Classes in speech, journalism, and drama can also be useful. . . ."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Task 1: Examples of linoleum or metal blocks used by a printer would be excellent teaching aides for this task. An industrial arts or art teacher should be consulted for advice. It may be found that the safest method of cutting a block is to glue strips of rubber tire tubes to a base of scrap wood.

Review the following safety rules for cutting block:

a. *Never* hold the block you are cutting with your hand. Use a "bench hook" or clamp.
b. Use sharp tools, because accidents happen most often with dull tools. If you must push too hard, have the tool sharpened.

Task 2: Students with their own cameras will have a special kind of opportunity to make a photographic essay. They

might photograph a local store or a special street.

Task 3: A shoe box lid can be used for a limited number of prints. An art or industrial arts teacher may be able to supply a silk-screen frame, which allows much more intricate designs to be used.

Materials: (see activity before assembling materials)
- Ink for relief printing (one tube for 2-3 classes)
- Brayer
- Printmaking material (linoleum block or strips of rubber tire tubes may be substituted)
- Scrap wood for backing the printmaking material
- Magazines, catalogues, newspapers (for pictures)
- Utility knives
- Ink for screen-processing (one can per class)
- Frame (see activity)
- Squeegee

Time: 4-5 class periods.

NOTES

ACTIVITY 34

REVIEWING HEALTH

Pages 185-188

Alternate try-out activities include:
- shadowing a health inspector,
- "working" in a cafeteria or kitchen,
- setting up a "clinic,"
- showing the rest of the class how to use food-dye tablets to demonstrate good dental hygiene, and
- examining X-rays.

Purpose:

To review the Health Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"An assortment of occupations may work together toward a common goal. In the case of our environment, many people from all walks of life are concerned with its preservation. Many work in occupations obviously related to the Environment Cluster, while others not considered a part of that cluster have added their skills and knowledge to the effort. Workers in health occupations are a good example. . . ."

Summary:

"Many persons are concerned with our environment and its relationship to health. While some are occupationally prepared to work in these clusters, there are others who add the support of widely varying skills and knowledge to improving health and environment. Almost any occupation can be of help, since it takes an individual appreciation of the problem to help in the first place. . . ."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Introduce the vocabulary words.

In Task 1, the relationship between environment and health is explained. The idea of "occupational hazards" may be of interest to students.

Task 2: If an occupational hazard is identified in school (such as chalk dust), the "council" may discuss the situation and determine if there is a possible solution.

Materials: None

Time: 2-3 class periods

ACTIVITY 35

OPTIONAL: HEALTH

Pages 189-190

Alternate try-out activities include:
- arbitration of a hospital workers' strike,
- being a school nurse's helper,
- making dentures,
- drilling or filling "cavities," and
- examining X-rays for cavities.

Purpose:

To review the Health Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"The health field includes several groups of occupations: mental health personnel, medical support personnel, pharmacists, health administrators, ambulance attendants, dental workers, medical office personnel and medical technicians. These important people work along side of those in the medical profession: nurses, medical doctors and so forth. . . ."

Summary:

Occupations in the Health Cluster require many different skills and persons who enjoy different work modes. The need for people to fill these jobs is forecasted to increase in the years ahead. . . ."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Give the salespersons a chance to prepare their "pitches." Discuss why one may seem better than another. What is a "soft" sell and a "hard" sell?

Students may identify further opportunities to practice "selling skills."

Materials: see activity

Time: 2 class periods

NOTES

Activity 36

Reviewing Environment

Pages 191-193

Alternate try-out activities include:

- setting up filtering activities to detect pollution of the air or water,
- mapping out the movement of pollutants in some body of water,
- investigating zoning laws,
- making a model sewage plant,
- looking at bacteria under a microscope, and
- planting shrubs about the school yard.

Purpose:

To review the Environment Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"'Environment Planning' and 'Resource Control' are two groups of occupations in the Environment Cluster that are concerned with land use. In particular, persons in these occupations work to make an environment which is beneficial in many ways. . . ."

Summary:

"Proper landscaping can save money that would be spent on heating and cooling homes. It can mean helpful shaded areas or trees for windbreak. It can also help the environment in many ways, such as providing shelter for wildlife. . . ."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Introduce the vocabulary words.

Task 1: If a model town was constructed prior to this activity, it also can be landscaped. Discuss ways to improve your school by landscaping.

Task 2: The checklist may also be used for the house model or the school.

Materials:

Cardboard (about 12" x 12")
Landscaping materials (sponges, dried grasses, twigs, etc.)
Milk cartons or cardboard (about 4" x 6")

Time: 2-3 class periods

NOTES

ACTIVITY 37

REVIEWING AGRIBUSINESS AND NATURAL RESOURCES

Pages 195-197

Alternate try-out activities include:
- testing various fertilizers,
- caring for pets,
- shadowing a forest manager or other workers related to this cluster,
- raising plants, shrubs, etc.,
- reclaiming a small plot of land, and
- helping to care for the school grounds.

Purpose:

To review the Agribusiness and Natural Resource Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Many agribusiness occupations deal with our environment - directly or indirectly. Erosion control is one area. Research is done with different grasses in order to find the ones with the larger root systems that can keep the earth from being washed away. Research workers in other areas include plant ecologists, biologists, geologists, and entomologists. . . ."

Summary:

"Many of the occupations in the Agribusiness and Natural Resources Cluster demand at least a basic understanding of biology and science. Later, courses in agriculture may be helpful. After high school, work in agriculture-related businesses and/or further study may advance a person's goals in this career area."

***

Evaluation:

Students should be able to -
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review the cluster information found in the initial Agribusiness and Natural Resources Activity, if appropriate.

Task 1: Any waterproof, rigid base may be used to hold the soil. If temporary rails are nailed. taped, or otherwise used to contain the soil, they will prevent water run-off and dry soil.

The seeded soil may be covered with plastic wrap also to prevent drying. Remove the wrap after seeds have sprouted.

Task 2: Holes can be punched using a hammer and nail. Have lots of newspaper, rags, and sponges to help with the clean-up.

Materials:
- 2 aluminum pans or pieces of plywood per group of students
- Planting soil
- Rye grass seed
- Can or carton for watering
- Gravel (optional)

Time: 2 class periods (see activity)

IDEA – Various groups may fertilize their rye in Task 1. Note the differences that may occur in the time of germination, rate of growth and soil erosion.

NOTES

ACTIVITY 38

REVIEWING MARINE SCIENCE

Pages 199-201

Alternate try-out activities include:
- observing the operation of a fish hatchery,
- catching and preparing fish to cook, and
- collecting and examining marine life.

Purpose:

To review the Marine Science Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Most of those who work in the Marine Science Cluster are fishermen who sail coastal waters. There are others, however, that are concerned with protecting fishing grounds, breeding marine life and supporting those fishermen. . . ."

Summary:

"Biology is an excellent beginning for those who are interested in following a career in marine science. Although few courses related to marine science are found in secondary schools, a course in agriculture could include fish farming. Community colleges sometimes have courses in marine science."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. REVIEW SAFETY RULES.

Task 1: Various bodies of water may be used to show these temperature differences, as long as the one chosen is at least 18" deep.

Task 2: Review graphing with students. One graph may be done on the blackboard by the entire class.

Materials:
- Thermometer
- String
- Water source (though a stream or pond may be used, a large container of water will also work)

Time: see activity

ACTIVITY 39

OPTIONAL: MARINE SCIENCE

Pages 203-205

For alternate try-out activities, see Activity 38.

Purpose:

To review the Marine Science Cluster and/or provide enrichment opportunities for students

***

Introduction:

"Water supports life. Much of our food comes from our lakes and streams, as well as from the oceans. While we are all familiar with fish as a food, fewer people are aware of the use of algae as food. . . ."

Summary:

"Since water is as important as it is, many occupations are related to it. In the Marine Science Cluster, there are oceanographers and marine biologist who do special research. There are military persons, such as navy seamen, for whom the sea is a regular part of their work environment. There are mining engineers, vessel operators, divers, and marine architects, all dealing with life on and beneath the seas. Many others have responsibilities related to clean water, flood control, fishing and so forth. . . ."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review information concerning this cluster in previous activities. Introduce the new vocabulary words. REVIEW WATER SAFETY.

Task 1: The plankton 'net' may be made of other materials, such as plastic covers.

Task 2: While the students are working with microscopes, use the opportunity to discuss careers which employ such a skill.

Materials:

- Empty tuna cans (one/student)
- Hammer
- Nails
- Scrap wood for hammering
- String
- Rocks
- Gauze (one piece 3"x3"/student)
- Microscope
- Slides

Time: see activity

ACTIVITY 40

REVIEWING HOSPITALITY AND RECREATION

Pages 207-209

Alternate try-out activities include:
- : posing as a field-day employer of athletes, referees, concessionaires, security guards, etc.,
- : training hosts/hostesses to greet school guests, and
- : acting as Big Sisters or Brothers to new students.

See a physical education teacher for other ideas.

Purpose:

To review the Hospitality and Recreation Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Many persons are concerned with entertainment and tourism. More leisure time has resulted in greater recreational needs. This includes a greater need for travel bureau personnel and other persons who are concerned with tourist comfort during travel. Occupations related to sports, entertainment, and amusement are also in greater demand. . . ."

Summary:

"Many different people are employed in the Hospitality and Recreation Cluster. For a person who wants to be a professional athlete, physical education and subjects which encourage quick thinking are good experiences. Business, speech, mathematics, and other courses offer a good start for someone interested in the work of a travel agent.

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review appropriate information found in the first Hospitality and Recreation Activity. Introduce new vocabulary words.

Task 1: Early in their committee work, the students may wish to establish certain facts about the park — the number of rooms available in the lodge, distance to the lodge from the parking lot, and so forth.

Task 2: The cost of man power to operate such a park may be an interesting aspect of this task.

Materials: None

Time: 2 class periods

IDEA — A team may wish to enlarge and clarify the park map.

Activity 41

Reviewing Fine Arts and Humanities

Pages 211-214

Alternate try-out activities include:

- writing poetry, prose, or music,
- working with various art materials,
- observing an unfamiliar religious holiday,
- decoding a coded message,
- designing and constructing a model building, and
- digging for arrowheads or other artifacts.

Purpose:

To review the Fine Arts and Humanities Cluster and/or provide enrichment oportunities for students.

***

Introduction:

"Job families in the Fine Arts and Humanities Cluster include visual arts, performing arts, writing, religion and theology, languages and linguistics, and occupations related to history and museums. Architecture is sometimes considered a part of the Fine Arts Cluster also. . . ."

Summary:

"Opportunities to express yourself in school are plentiful. Art and graphic arts courses offer try-out experiences in visual communication. Drama and music offer performing arts experiences. Creative writing, drafting, industrial arts, and other courses encourage creativity while developing the basic skills needed. Similar experiences can also be found outside of school."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review the first Fine Arts and Humanities Activity. Introduce the new vocabulary words.

Task 1: Secure the fish hook for easy handling by embedding it in soap, cork, or wax. Impress the students with safety when handling fish hooks. Variations in color and pattern are acceptable.

A guest speaker capable of helping students understand the personal satisfaction of this activity would be very useful.

Task 2: The size of the candles may

be reduced if less beeswax is available.

Materials:
- Fish hooks, size 4-12 (one/student)
- Soap (one half of a small bar/ student)
- Fly-tying thread (12"/student)
- Red wool yarn (1"-2"/student)
- Feather (one/student)
- Flat tinsel or shiny tinsel thread (3"/student)
- Black chenille (3"/student)
- Waterproof cement (one tube/two to three classes)
- Pinch clothespins (one/student)
- Candle wicking
- Beeswax (one rectangular sheet/ student)

Time: 3-4 class periods

IDEA – Other activities may be used if they would be more appropriate to the activities that precede or follow Activity 41.

NOTES

Activity 42

Reviewing Marketing and Distribution

Pages 215-217

Alternate try-out activities include:

- sample reactions to various packages,
- inventing sales slogans,
- selling Christmas cards or other things as a class project,
- assisting the teacher in setting up display cases, and
- working with the custodian in receiving and distributing materials sent to the school.

Purpose:

To review the Marketing and Distribution Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Making products to sell and arriving at the 'right' price are only part of a successful business. An attractive presentation of the product is equally important. Those who are concerned with packaging, displaying, selling, and distributing a product are part of the Marketing and Distribution Cluster. . . ."

Summary:

"Art courses provide an excellent first-step for those interested in the Marketing and Distribution Cluster. Mathematics is also helpful. Once in high school, 'distributive education' can prepare a person for related occupations right after high school. Community college courses also offer preparation for marketing and distribution occupations."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction, including the information found in the initial Marketing and Distribution Activity.

Task 1: This rask may also be an appropriate climax to Activity 51 in which students manufacture school banners that may be sold.

If appropriate, displays may be transported about school or placed in official display cases.

Task 2: It would be appropriate to visit a department store for discussion with designers of similar sales displays. Review each of the criteria used to rate the displays. You may obtain a color wheel from an art teacher or a local paint store.

Materials: (see activity)

Time: 2-3 class periods

NOTES

IDEA – Student displays may be rated by a professional display artist.

Activity 43

Reviewing Personal Services

Pages 219-221

Alternate try-out activities include:
- babysitting,
- grooming another person, such as a younger brother or sister or perhaps a friend,
- guiding visitors around school,
- preparing food for others, and
- styling another person's hair.

Purpose:

To review the Personal Service Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"There will be food service areas in the new state park planned in Activity 39. A snack bar, coffee shop and dining room are usually located within a main lodge area. Smaller lodges or recreation centers may have dining rooms or cafeterias. Each service requires people to manage the operation, prepare the food, serve the food, clean and set the tables, wash dishes, etc. These occupations are part of the Personal Services Cluster. Other examples include cleaners, child-care attendants, maids, barbers, yardkeepers, baggagemen, guides, bakers, and hair stylists. . . ."

Summary:

"The Personal Services Cluster includes a variety of workers. Some jobs require very little training (such as maid or dishwasher), while others such as wine steward or head waiter demand very special training. Many of these occupations offer both part-time and full-time employment. . . ."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedures:

Read and discuss the introduction. Review the previous Personal Service Activity for additional information. Introduce new vocabulary words.

Task 1: Your home economics teacher may demonstrate additional table settings. Find out how much a good waiter/waitress can expect to earn in your area and share this with the class as an interest-getter.

Task 2 may be carried out with teachers during lunch or some other real-life opportunity.

Materials:
- Menus (one/student)
- Food Order Books (or a small pad of paper)
- Place settings (one/two students)

Time: 2-3 class periods

NOTES

Activity 44

Reviewing Consumer and Homemaking

Pages 223-225

Alternative try-out activities include:
- repairing or making a garment,
- keeping a budget, and
- comparing ways to shop for the best buys on the marketplace, including information found in publications such as "Consumer Reports."

Purpose:

To review the Consumer and Homemaking Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Among the job families of the Consumer and Homemaking Cluster are Food, Housing and Household Equipment, Textiles and Clothing, Family Economics and Home Management, Family Relations and Child Development, and Extension Services. Extension agents are usually employed jointly by land-grant universities and a local government. . . ."

Summary:

Research, consulting, and journalism occupations are found within each of the job families of the Consumer and Homemaking Cluster. Extension services employ many others. While home economics represents a logical first step in entering these careers, many skills learned at home are also valuable. . . ."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review cluster information found in the initial Consumer and Homemaking Activity.

Task 1: Pair the students, if possible, so that one with experience may teach the other.

Task 3 Follow safety directions for the use of drycleaning solvent. Do not store the solvent in school unless the facilities match the manufacturer's specifications for storage. Use in a well-ventilated area.

Materials:
Fabric scraps (one/student)
Straight pins (one box/class)
Needles (one/two students)
Buttons (one/student)
Fabric scraps, soiled (one/student)
Drycleaning Solvent (one can/class)
Clothes brushes

Time: 2-3 class periods

IDEA – Task 1 may be turned into a small project, such as a wall hanging for the classroom. Clothing which needs repair may be used for Task 2.

NOTES

ACTIVITY 45

OPTIONAL: HOSPITALITY AND RECREATION

Pages 227-228

For alternate try-out activities, see Activity 40.

Purpose:

To review the Hospitality and Recreation Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Caring for people, especially during their leisure time, is the job of people employed in the Hospitality and Recreation Cluster. People who may stay at a park lodge or campground, for example, will want certain things for their pleasure and safety. This includes both goods and services. Tour guides, recreation directors, lifeguards, zoo keepers and many others work in this cluster. Even the professional athlete is in the Hospitality and Recreation Cluster. . . ."

Summary:

"More and more persons are being employed in the Hospitality and Recreation Cluster. The number will increase as Americans have more leisure time and money. . . ."

***

Evaluation:

Students should be able to —

a. name the job families in the cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review the two previous activities dealing with this cluster, if time permits.

Task 1: Vary the teaching methods by permitting no hand movement, demonstration or use of chalk initially. This can be revealing and interesting.

Task 2: Check with the physical education teacher for recreational ideas which the entire class can do.

Materials: (see activity)

Time: 3-4 class periods

NOTES

Activity 46

Reviewing Transportation

Pages 229-232

Alternate try-out activities include:
- routing shipping materials,
- comparing the time and cost of different means of travel,
- learning how to care for small engines,
- checking the oil in a car, and
- checking the air pressure in tires.

Purpose:

To review the Transportation Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"People, goods, and services must be transported to and from your community. All communities are involved in this cycle of transportation. Those who work in the Transportation Cluster, then, have many fellow workers. Considering land, sea, and air transport (and the people needed to manufacture and maintain those ships, planes, and vehicles), transportation occupations include vast numbers of people. . . ."

Summary:

"In the future, space transit will demand workers, and travel under the sea will become more common. Meanwhile, the present systems of transportation will have to be manned. . . ."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. If time permits, review the first activity related to this cluster.

Task 1: Students may take responsibility for small portions of the information, in order to cut down on reading instead of doing. Such information may be shared with the class.

Step 4 may be done individually, in small groups, or as a class.

Task 2 contains the focus of Activity 46. Each student should be able to explain the transportation he or she would use and why.

Materials:
State map

Time: 3-4 class periods

Travel Request Form

The State Park Travel Service will be happy to arrange your transportation to the park. Please return this request form 30 days before planning to arrive.

Name _____

Address _____

Phone _____

Type of transportation needed:

Air _____

Rail _____

Bus _____

Arrival time: _____ Departure time: _____

Point of departure: _____

Round Trip: Yes ____ No ____

Number of persons: ____ (adults) ____ (children)

Payment should be sent upon receipt of a travel confirmation form.

Lodging Reservations

Name

Address

Phone

Main Stream Lodge: Scenic Rm. ____ No. Persons ____
Other Rm. ____

Trickle-By Lodge: ____ No. Persons ____

Cottages: ____ No. Persons ____

Campground: ____ No. Sites: ____

Arrival Time: _____ Departure Time: _____

Sports Lessons

Horseback Riding	____	Date:	_____	Time:	_____
Golf	____	Date:	_____	Time:	_____
Tennis	____	Date:	_____	Time:	_____
Swimming	____	Date:	_____	Time:	_____

Special Events
(Friday and Saturday evenings)

Weiner Roast: Date: _____ No. Persons ____

Hay Ride: Date: _____ No. Persons ____

ACTIVITY 47

OPTIONAL: AGRIBUSINESS AND NATURAL RESOURCES

Pages 233-234

For alternate try-out activities, see Activity 37.

Purpose:

To review the Agribusiness and Natural Resources Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Many times, industries are attracted to communities where resources and raw materials are abundant. For example, a lumber mill looks for an area abundant with trees, Likewise, a coal mine needs an area with good coal deposits. In the same way, a large automobile manufacturer builds plants only in areas where many people need employment. People can be one very important resource. . . ."

Summary:

"Many persons earn their livelihood by obtaining or processing raw materials, such as timber, sand, soil, coal and oil, to mention just a few. Courses such as economics, geography, social studies and others will make you aware of where these materials are found and why they are so important to us. Perhaps you will pick one and research all the occupations which are dependant upon it!"

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Review and discuss the introduction and related agribusiness learning activities. Introduce new vocabulary words.

Task 1: Tactics for learning possible community resources include the telephone book, local chamber of commerce, or various resource people.

Task 2: This is essentially a brainstorming activity. Encourage a free flow of ideas.

Materials: (see activity)
Local map
Raw materials

Time: 2-3 class periods

NOTES

Task 1
Observation Form

1. Each time a suggestion or idea is made, jot it down so that the numbered list represents the order in which the ideas arose. Each time the speaker changes, begin a new number.

   Example:
   1. Our community has a lake.
   2. This natural resource could be used as part of a recreation park.
   3. Water is also used to make electricity.
   4. We have many trees that could be turned into paper or furniture.
   5. The community has another resource — people who need jobs.
   6. Turning trees into paper opens the possibility of making all kinds of paper products.

2. The group will continue this kind of discussion in Task 1 until there is a list of your community's natural resources and the chart is complete. At the end of Task 1, the observer will be expected to summarize what happened in the group discussion. To make this easier, choose one of the following ways that an idea may arise and put the initial representing that explanation next to each number in your list of suggestions being made.

   (S) — A sociable comment puts the group at ease and makes it somehow easier for others to speak.
   (C) — A creative idea may arise without warning or may be inspired by an idea already expressed.
   (I) — A person operating in the investigative mode may hear an idea presented and then continue to analyze it to the point of a new suggestion.
   (E) — An enterprising person may try to influence, persuade, or otherwise lead a group with certain suggestions.

3. At the end of Task 1, summarize what happened by naming each idea and then focusing on why you think it happened in the manner it did. You may have an explanation different from any of the ones listed above.
4. In Task 2, Step 1 the group will again have more discussion—this time for the purpose of choosing a product to manufacture. Make a list of ideas and choose an explanation for the development of each one, just as you did in Task 1. Take

note of the following observations which should also be included in your summary report:

a. Does the product represent a saleable product?
b. What natural resources would actually be used in making the product?

Activity 48

Reviewing Business and Office Occupations

Pages 235-236

Alternate try-out activities include:
- maintaining a file of class names,
- writing letters,
- keeping records of school supplies used, and
- ordering supplies.

Purpose:

To review the Business and Office Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Locating, mining, gathering, and processing raw materials requires many people and businesses to get the job done. In fact, businesses of all kinds are organized everyday. Many fail.

In order to succeed, new businesses must be especially careful to choose the right kind of person for each position. The larger the business, the more specialized many jobs become. . . ."

Summary:

"Selecting the right people for the right job can be difficult. Yet, if people do their jobs well and work like a team, the chances of a successful business are increased. . . ."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction describing this cluster.

Task 1: Students may use the inventory found in Activity 11 to discover more about the work mode preferences of their classmates.

Make a list of skills which elected business officers need for further development.

Materials: None

Time: 1-2 class periods

NOTES

Activity 49

Reviewing Construction

Pages 237-238

Alternate try-out activities include:
- building a walk at home,
- building a dog house, and
- repairing the school driveway.

Purpose:

To review the Construction Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Research is a relatively new business. Each cluster employs persons whose job it is to research new products, find better ways of doing things or decide the possible sales of products and services. This is also true in the Construction Cluster. Researchers test all kinds of construction products: windows, hardware and so forth. They also test the things constructed (such as roads and bridges) to see if these products can stand the weather and abuse. . . ."

Summary:

"Experience in research can be a part of any exploratory course. A science course may help you understand the correct way of doing research. However, the tools and materials of research may be different for industrial arts, art, business, home economics or agriculture courses. Research can be fun, and it can be done at home in your room, basement or garage. This preparation could pay off, for there will continue to be a need for researchers in the future."

***

Evaluation:

Students should be able to —
a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction and other information concerning the Construction Cluster.

Help students select their products in Tasks 1 and 2. Encourage them to list the steps necessary to perform their experiments. Have them keep records of the process and the results.

Materials: (see activity)

Time 3-4 class periods.

NOTES

ACTIVITY 50

OPTIONAL: MARKETING AND DISTRIBUTION

Pages 239-241

For alternate *try-out* activities, see Activity 42.

Purpose:

To review the Marketing and Distribution Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Research into the possible sale of a new product is needed before a business will put large amounts of money into it. This market research must be done very carefully. (Can you remember a product that failed to sell?). . ."

Summary:

"Some high schools have courses in distributive education, which is related to this cluster. Sometimes, home economics may also deal with tasks related to the Marketing and Distribution Cluster. Junior Achievement is another related experience of value. There are several out-of-school activities that may be considered good preparation for these occupations."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction, including other activities related to this cluster.

Task 1: Help students generate brief, concise questions to include in their survey. They may also need assistance in determining who, where, when and how.

Task 2: Encourage student responsibility and serious planning for the completion of this task. Allow them to compare notes during the process.

Materials: (see activity)
Tape recorder (optional)

Time: 3-4 class periods

NOTES

Activity 51

Reviewing Manufacturing

Pages 243-244

Alternate try-out activities include:
- making an item,
- sorting items,
- making a plan,
- sketching an item, and
- figuring the most efficient way to carry out a process.

Purpose:

To review the Manufacturing Cluster and/or provide enrichment opportunities for students.

***

Introduction:

"Many people are employed in the Manufacturering Cluster: scientists, engineers, technicians, craftsmen, managers, and executives. There are also skilled, semi-skilled and unskilled workers. . . ."

Summary:

"Since the many skills needed in the Manufacturing Cluster are so different, it is difficult to recommend special courses to take. However, industrial arts will give you a general understanding of manufacturing. For particular manufacturing industries, industrial education (such as electronics, mechanics, printing and so forth), is excellent preparation."

***

Evaluation:

Students should be able to —

a. name the job families in this cluster,
b. list several experiences both in and out of school (such as the Scouts, 4-H, or various hobbies), which would be helpful in understanding this field,
c. list secondary school courses which can prepare a person to work in this area,
d. list typical occupations, perhaps noting the work modes of each or the preparation required, and
e. generally describe the future availability of local jobs in this cluster.

***

Instructional Procedure:

Read and discuss the introduction. Review other information related to this cluster.

Task 1: Another product may be substituted for the banner. If the banner is chosen, cloth may be used rather than paper. Confer with the industrial arts teacher for ideas on the design. If possible, the design may be silk-screened onto the cloth.

Materials:
- Cloth or paper for the banner (one/student)
- Cloth or paper for the symbols (one/student)

Time: 3-4 class periods

NOTES